Outcomes First Group

English as an Additional Language Policy

Acorn Park School

Acorn Park

Updated September 2026

1.0 Introduction

The term EAL (English as an Additional Language) is used when referring to pupils whose main language at home is a language other than English. This policy sets out Acorn Park's aims, objectives and strategies with regard to the needs and skills of EAL pupils

2.0 Aims

2.1 To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to Acorn Park.
2.2 To implement school wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
2.3 To help EAL pupils to become confident and fluent in English to be able to fulfil their academic potential.

3.0 Objectives

3.1 To be able to assess the skills and needs of pupils with EAL and to provide appropriate provision throughout the school.
3.2 To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
3.3 To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.
3.4 To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

4.0 School Strategies

Supportive Technology – The school has a translation service available for use at any time (INTRAN) in addition the school has a wide variety of assistive technologies when working with children and families.
Class Ethos – Recognise the child's mother tongue; boost the child's self-esteem. Remember they have the potential to become a bilingual adult. Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities. Identify the pupil's strengths. Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success.
Teaching and Learning – Assess the pupil's competence in English in relation to the National Curriculum standards and expectations as soon as possible. Show differentiated work for EAL pupils in planning. Have high expectations; expect pupils to contribute and give you more than one-word answers. Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.

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