



ST BENEDICT'S SCHOOL
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English as an Additional Language Policy

Authorised by: The Board of Governors of St Benedict's School

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Contents Page

	PAGE
1 Principles.....	3
2 Teaching.....	3
3 Process.....	4
4 Policy Review	4

1. Principles

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. Pupils who are not native English speakers are learning English as an additional language and so are recognised as having diverse needs which need appropriate support. It is also recognised that bilingual speakers have a richer language experience than their monolingual peers, and can use their skills and knowledge of one language to enhance their understanding of others. Literacy skills in one language are transferable skills, so will help literacy development in another language.

Pupils learning English as an additional language (EAL) share many common characteristics with pupils whose first language is English. Many of their learning needs are similar to those of other children and young people learning in our schools. However, these pupils also have distinct and different needs from other pupils by virtue of the fact that they are learning in and through an additional language, whilst also learning that language. In addition, they come from cultural backgrounds and communities with different understandings and expectations of education, language and learning.

Pupils with English as an additional language are not a homogeneous group. Teachers need to be aware of the range of variables in relation to both individual learners and groups. (Naldic website 'Who are our EAL learners?' 2021)

The School aims to take specific action to help pupils who are learning English as an additional language by developing their spoken and written English and ensuring their access to the curriculum.

2. Teaching

Those whose native tongue is not English may already be fluent bilingual speakers on entry, particularly in Senior School, although they may need some degree of subject specific support with regard to more technical language. Where the School's normal monitoring procedures suggest that a pupil/student does require support beyond this level, teachers should contact the EAL teacher and SENCo to start the process of referral for additional support.

Students whose first language is not English may already be fluent bilingual speakers on entry, particularly in Senior School. Being bilingual does not automatically mean a student should be classified as EAL. While these students may occasionally need support with subject-specific or technical language, they should not be considered EAL unless there is clear evidence of a need for additional English language support.

Where the School's normal monitoring procedures indicate that a student does require support beyond typical subject-specific guidance, teachers should contact the EAL teacher and SENCo to initiate the referral process for additional support.

When teaching a class with EAL pupils in it, it is important to consider the following:

- Pupils/students learning EAL are entitled to access the whole School curriculum and all their teachers have responsibility for teaching English as well as subject content.

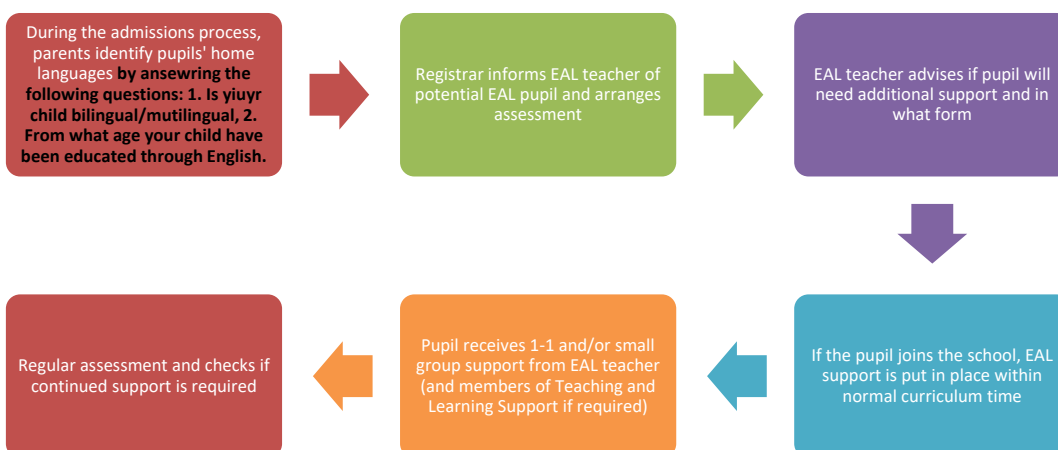
- All teachers should structure lessons appropriately and use language in ways which support and stimulate the development of English.

Strategies

Where a pupil's home language is not English, staff are made aware and the following teaching strategies used as appropriate:

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, and use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Literacy inaccuracies should be regarded as developmental.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

3. Process



Current EAL pupils

Teachers can email a concern about an EAL pupil not on that list, either directly to the EAL teacher or to the SENCo who will pass on the concern to the EAL teacher. The EAL teacher meets and assesses the pupil, and support will be put in place if appropriate. Round Robins are used to communicate with teachers of EAL pupils, in order to share information, strategies and concerns.

A list of EAL pupils receiving support will be available for staff.

For the Junior School, the Registrar will provide information and brief the SENCo in the Junior School and the pupil's class teacher and other pastoral staff who undertake responsibility for the pupil in

more detail, so that a process of evaluation can begin to see whether additional support is deemed appropriate.

The SENCo refers EAL pupils to the EAL teacher and establishes a timetable of support sessions. These may take the form of intervention groups or 1-1 support.

4. Policy Review

This policy is to be reviewed on a yearly basis by the Director of Teaching and Learning.