

Students with English as an Additional Language (EAL) Policy 2025-26 Applies to whole school, including EYFS

Document reviewed: September 2025 (SENDCo & Head of EAL)

Next review: September 2026

Aims

Oxford High School is committed to make, where appropriate, provision for students across the whole school and EYFS, for whom English is an additional language. The school will identify individual students' needs; recognise the skills they bring to school and aim to ensure equality of access to the curriculum.

We aim to ensure that EAL students are able to:

- Communicate in order to have their needs met
- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

The Context of the School

Within school there are many students for whom English is an additional language. The needs of all students classed as EAL by the definition are assessed, and language support is provided for those who will benefit from it. It is recognised that not all EAL students will need support.

Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- All staff have a crucial role in modelling uses of language.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of students' home languages and to build on their existing knowledge and skills.
- All languages, dialects, accents and cultures are equally valued.

Teaching Strategies

The following strategies may be used where necessary to meet the needs of EAL students:

- Care with use of appropriate language and vocabulary by teaching staff in all classes
- Differentiation where necessary by resource, task, support and response
- Additional visual support, where appropriate, e.g. posters, objects, nonverbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, if appropriate, e.g. dictionaries, on-line support, bilingual staff/students, texts, key word lists.
- Opportunities may be taken to focus on the cultural knowledge explicit or implicit in texts
- Discussion is provided if necessary, before and during reading and writing activities, using preferred language where appropriate.
- Further support for students' language development is provided outside the formal curriculum, during the students' free periods or during the lunch hour.
- Student profiles are provided for EAL+ students by the EAL teacher from class teachers to help with language development
- Individual or small group lessons are organised, where necessary

The School's provision is usually free of charge to students with EAL. If a parent would like additional support beyond what the school is able to offer, then, in rare circumstances, the parents may choose to pay for support in addition to that offered by the school.

Planning, Monitoring and Evaluation

Information is gathered about:

- the students' linguistic background and competence in other languages
- the students' previous educational and schooling experience
- the students' family and biographical background
- the students' first and home languages gathered from admissions forms completed by parents prior to entry to the school
- staff regularly observe, assess and record information about students' developing use of language via termly grades, reports and GL assessment.
- the school sets appropriate and challenging targets for all individual students, whilst account is taken of EAL development.

Special Educational Needs and/or Disabilities

Oxford High School recognises that there may be EAL students who have SEND. They will have equal access to all aspects of the school's provision.

Assessment and Record Keeping

- Staff regularly review student progress, needs and targets.
- The school will ensure that all EAL students have access to statutory assessments.
- The school analyses EAL/EAL+ student achievement and regularly evaluates the effectiveness of additional support provided in terms of student progress.

Staff Development

The school will enable staff to undertake professional development to ensure that provision for EAL students is appropriately delivered and co-ordinated.

Parents/Carers and the Wider Community

- We provide a welcoming admission process for the induction, assessment and support of new students and their families/carers.
- We take account of our families' linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.
- We aim to work closely with members of the wider community to support our EAL/EAL students.

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