



The Park
Academies
Trust

English as an Additional Language (EAL) Policy

TPAT Policy Management

Document history

Review date	Version	Reviewer / owner	Executive approval	Approving body	Meeting date of policy approval
09/2025	1	Director of Inclusion Director of Primary	23/09/2025	EPSC	06/10/2025

Material changes since last publication

Section	Changes
	A new Trust wide policy

This policy is reviewed every two years. The next review is due by October 2027.

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1. Introduction

The Trust intends and expects that all decisions, policies and procedures will be underpinned at all times by its vision and values.

Our aim:

TPAT - Inspiring futures, empowering people.

We aim to benefit our communities by nurturing well-educated, aspirational and creative young people. We exist to inspire futures and empower all our people. We achieve this by enriching and fulfilling our employees with the investment to become masters of their craft, all working together to realise exceptional outcomes for young people.

To achieve this our schools will:

- Create an aspirational, driven, and highly engaging educational environment where every pupil can succeed.
- Commit to knowing each pupil individually and empowering them to excel.
- Deliver the highest quality learning opportunities facilitated by excellent teachers.
- Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society.

The Trust will support our schools by:

- Providing the resources and stability schools need to work efficiently and effectively, overcoming challenges and prioritising education every day.
- Providing a platform for collaboration, sharing excellence and experience, and fostering unity and shared purpose.
- Nurturing our Trust's 'culture of improvement' where staff thrive in a safe, supportive network, embracing feedback and professional dialogue to drive sustainable improvement.

1.1 Aims and Objectives

Aims

At The Park Academies Trust (TPAT), we aim for all EAL pupils to:

- Use English confidently and competently.
- Use English as a means of learning across the curriculum
- Ensure that EAL pupils are fully included into the life and work of their school
- Ensure that pupils whose first language is not English reach their full potential

Objectives

- To identify and assess individual pupils' needs as soon as possible.
- To acknowledge the importance of pupils' home language and to build upon their existing skills and knowledge.
- To make use of their knowledge of other languages.
- To ensure parents / carers and pupils are involved in the process.
- To promote a whole school responsibility towards EAL pupils.
- To ensure that appropriate and realistic levels of attainment are decided upon within each curriculum area.
- To make appropriate use of external agencies.

1.2 Who are EAL Children?

The government **definition** of a bilingual learner is that it refers to 'all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages' (DfES 2003). Diversity of **EAL** learners.

1.3 Linked Policy

Equality Policy

2. Policy Statement

2.1 Policy Terms

a) Whole School Approach

English as an alternative language is addressed in all faculties by subject teachers.

Pupils with little English are immersed in language in the Mainstream Curriculum.

All pupils with EAL are included in mainstream classes as quickly as possible.

Pupils are encouraged to sit an external examination in their first language to build their confidence to achieve.

b) Documentation

All documentation and records are maintained and are confidential to the parents / carers and to those members of staff associated with the child concerned.

c) Partnership with Parents / Carers

We aim to work closely with parents / carers of EAL pupils and ensure that they are encouraged to become involved in school activities.

Parents / carers will be informed of their child's progress regularly and will be invited into school to discuss any concerns.

Procedure

Information will be gathered about:

- The pupil's linguistic background and competence in other languages
- The pupil's previous educational and schooling activities and where appropriate the family's biographical background
- The pupil's level of English using an EAL / English language assessment

3. Further Guidance

3.1 Strategies to Ensure Access to the Curriculum

- Supportive teaching to aid acquisition of English.
- Use of bilingual resources, e.g. dictionaries, on-line support, Key Word lists.

- Collaborative group work and peer support.
- Enhanced opportunities for speaking and listening.
- Additional visual support, e.g. posters, non-verbal clues.
- The use of writing frames.
- Regular feedback from staff.
- Access for teaching staff to ICT support materials.

3.2 Monitoring

- Pupil's acquisition of English to be monitored using EAL scales / assessment
- Pupil's attainment in curriculum areas to be monitored using:
 - Discussion with subject staff
 - Attendance as an EAL group
 - Data analysis of the EAL cohorts and individuals

3.3 Funding

We receive no funding at present from the Local Authority.

3.4 Resources

A range of resources are used to support a pupil's linguistic development. These include games, adapted work, keyword lists, bilingual dictionaries and computer software.