



The Bayleaf Hub

English as an Additional Language 2025 – 2026



**THE BAYLEAF HUB
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Reviewed by:	Kelly Pope
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Date of next review:	September 2026



Curiosity – Courage - Community

We believe in providing trauma-informed, therapeutic care. Where children and young people feel safe, valued and understood. We nurture Trust, emotional growth and resilience compassionate, consistent and relationship-led support.

C = Curiosity and a bias for action fuel our innovation.

A = Accountability to those we serve help us deliver results.

R = Respect and Integrity are demonstrated in our actions.

E = Engaged and passionate employees define our company.

Introduction

The term English as an Additional Language (EAL) is used when referring to pupils whose main language at home is a language other than English. The DfE definition of EAL is as follows: ‘A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English.’ DfE 2020. ‘A pupil will not be regarded as having a learning difficulty solely because the language or (form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.’ (Section 20 (4) Children and Families Act 2014).

However, pupils for whom English is an additional language will be provided with appropriate support provided they meet the school’s admission criteria. This policy sets out the school’s aims, objectives and strategies with regard to the needs and skills of pupils with EAL.

Equality and Statutory Compliance

The provision for pupils with English as an Additional Language operates in accordance with:

- The Equality Act (2010);
- The Education (Independent School Standards) Regulations (2014);
- The Children and Families Act (2014).

The school ensures that no pupil is disadvantaged in admissions, assessment or curriculum access due to language background.

Aims and Objectives

On admitting EAL pupils The Bayleaf Hub will identify pupils’ needs, recognise the skills they bring to school and ensure equality of access to the curriculum. The school aim is to ensure that EAL pupils are able to:

- 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.

Staff at The Bayleaf Hub will:

- Identify and respond to the needs of pupils for whom EAL;
- Ensure that appropriate dictionaries are available to help pupils access the curriculum;



- Support EAL learners effectively so that they have access to the curriculum;
- Provide key words/subject specific words, where appropriate;
- Encourage EAL learners to play a full part in all areas of school life.

Values and Culture

All pupils are equally valued within the school and school policy is clear that everyone in the school community must ensure that no pupil shall be discriminated against because of disability, gender, race or religious beliefs.

The Bayleaf Hub:

- Acknowledges the importance of a child's home language and cultural background;
- Encourages and supports the involvement of parents in their children's education whilst also valuing independent learning;
- Does not tolerate racist or biased attitudes and behaviour.

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. Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot always be assumed but need to be explored. Key words/subject specific words and dictionaries will be essential.

Teachers 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 pupils' home language and build on their existing knowledge and skills. Many concepts and skills depend on and benefit from well-developed home language and literacy in home languages enhances subsequent acquisition of EAL.

Strategies used at The Bayleaf Hub include:

- Provide possible translation of key phrases into home languages
- Provide dual language texts to allow children to access reading initially in their home language
- Source staff who speak the same or similar language to support the pupils with key instructions
- Avoid using technical resources such as Google translate as these can be impersonal
- Allow the pupil time to listen and observe in what might be a brand new environment
- Provide visual aids and support to help with the acquisition of language
- Staff to model good standards of English
- Allow EAL pupils an opportunity to teach their peers key words in their home language
- Do not discourage the child from using their own language, particularly in the early stages

Planning Monitoring and Evaluation

Information is gathered about:

- The pupils' linguistic background and previous educational experience;
- Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils. These targets are reviewed on a regular basis;
- Where appropriate, EAL pupils will attend literacy lessons (Years 7-9);
- Staff liaise regularly to discuss pupils' progress, needs and targets;



- It may be appropriate for the SENCo and English subject leader to find time for one-to-one sessions with EAL pupils; Teaching Assistant's may provide some one-to-one support.

Assessment and Record-Keeping

The Whole School Assessment Policy will ensure that progress is recorded and tracked. Although it may not be possible for EAL pupils to attempt some assessment tasks, subject teachers will need to plan appropriate assessments to ascertain pupils' understanding of topics and subject progress. The school will ensure that EAL pupils have access to statutory assessments, making use of special arrangements, as appropriate. GCSE options, when appropriate, will be carefully considered. Entry level English may be appropriate rather than GCSE English Language/ English Literature.

Staff Development

Good practice in supporting pupils with EAL is shared and discussed regularly. The SENDCo supports teachers and teaching assistants with strategies that may best support individual pupils.

The Bell Foundation

It is important that staff are well-trained to support pupils with EAL and to realise that they can bring richness and diversity to our own use and understanding of language. The Bell Foundation provide wide professional development opportunities both online and in person. The Bell Foundation also provide useful assessment tools which teachers can use.

[The Bell Foundation - Changing lives and overcoming exclusion through language education \(bell-foundation.org.uk\)](http://bell-foundation.org.uk)

Policy Review

The policy will be reviewed by the SENCo, the Headteacher and the Governing Body on an annual basis.