



English as an Additional Language

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1. Introduction

1.1 Definition of EAL

The Department for Education (DfE) defines a pupil as having English as an Additional Language (EAL) if they are exposed to a language at home that is other than English (DfE: Schools, pupils and their characteristics, June 2019). This definition includes pupils who are fully bilingual as well as those at various stages of learning English.

EAL pupils may:

- Be newly arrived from a non-English-speaking country and school.
- Be newly arrived from an international country but have attended an English-speaking school.
- Have been born abroad and moved to the UK before starting school.
- Have been born in the UK but raised in a family where the primary language spoken at home is not English.

EAL pupils require different levels of support depending on their individual needs. It is important to note that EAL is not considered a Special Educational Need (SEN) at Sir Christopher Hatton Academy, though a pupil may have both EAL and SEND (Special Educational Needs and Disabilities).

- 1.2 This policy is concerned with pupils whose first or home language is not English, (hereafter referred to as EAL pupils) in Sir Christopher Hatton Academy, and who are in the process of learning to use English as an additional language for educational purposes. This policy reflects the school's aims and strategies to ensure that all pupils fulfil their potential.

2. Background and Context

- 2.1 Within Sir Christopher Hatton Academy there are many pupils whose first or home language is not English. The first or home language of these pupils reflects the languages spoken in the settled community, and includes Polish, Gujarati and Bengali Speakers, as well as a number of 'new' languages to the local community.
- 2.2 Existing EAL pupils and 'newly arrived' EAL pupils come from a variety of language and literacy backgrounds. Some may have already had experience of the English language and exposure to the local culture, while others may be new to both. A proportion of EAL pupils at Sir Christopher Hatton Academy have developed literacy skills in their home language; others may not be fully literate in their home language.
- 2.3 Within the local community, some newly arrived EAL pupils have comparable schooling to their age equivalent native peers; while other pupils may have experienced interrupted or little previous education.
- 2.4 A few of our pupils may have experienced trauma in their country of origin and this will have an impact on their learning.
- 2.5 The school demographic of students at Sir Christopher Hatton Academy as of April 2026

See Appendix A for full breakdown of School Context and EAL Breakdown

School EAL Context (Percentages of EAL Cohort)*

*As of the September 2026 policy update, we currently have **325 EAL students** across Years 8 to 11 and Year 13. Our 2026/2027 intake of Year 7 and Year 12 students will be assessed as required.

Formal banding assessments for students identified as **Band A to Band C** will take place during **Term 1 of the 2026/2027 academic year**.

Total number of EAL Students	325
The number/percentage of pupils who are New to English or in the Early Acquisition stages and require significant support to access the curriculum	Band A - New to English: 1.2% (4 students) Band B - Early Acquisition: 5.8% (19 students)
The number/percentage of pupils who are Developing Competence in EAL and require on-going support to access the curriculum	Band C - Developing Competence: 16.62% (54 students)
The number/percentages of pupils who are Competent or Fluent users of EAL and require some support to access the curriculum	Band D – Competent and Band E – Fluent 68.3% (222 students)
The number/percentage of learners using EAL who qualify for Pupil Premium	12% (40 students)
The number/percentage of learners using EAL who are also SEND	9% (30 of our EAL cohort of which 8 students have an EHCP)
The number/percentage of learners using EAL who are also More Able	8% (25 of our EAL cohort of which 3 students are also PP)
Undergoing Review as of Policy Update	8% (26 students)

3. Sir Christopher Hatton Academy EAL Mission Statement

3.1 The EAL lead at Sir Christopher Hatton Academy works across the academy with the inclusion team, working in partnership with subject departments to meet the needs of EAL pupils, to ensure a culture of belonging, to value their linguistic and cultural backgrounds and to enable them to fulfil their potential.

4. EAL Aims and Objectives

- To promote equality of opportunity and access to the mainstream curriculum for bilingual pupils through sufficient provision and resources to address barriers to learning.
- To assess and monitor progress in the acquisition of English as an additional language to maximise the academic attainment and personal achievement of EAL pupils throughout the curriculum.
- To support and advise subject teachers and those whose work involves EAL pupils.
- To promote the welfare of EAL pupils by valuing and raising awareness of ethnic, religious, cultural and linguistic diversity in the academy.
- We aim to foster strong and meaningful partnerships with parents of EAL students, recognising the vital role they play in their child's educational success. Our mission is to ensure that EAL parents are not only well-informed but also engaged in the school community. By providing clear

communication, accessible resources, and ongoing support, we strive to empower EAL parents to understand and navigate the school's processes, enabling them to actively contribute to their child's academic and personal growth. Through this collaborative effort, we seek to create an inclusive environment where every child can thrive.

5. Assessment and Tracking

5.1 EAL pupils acquiring English can progress at a rapid rate, but to be fully competent in the use of academic language (Cognitive academic language proficiency) it may take up to 10 years. It is also common for newly arrived, non-native speakers to spend a large amount of time absorbing language, rather than attempting to speak it, in the beginning initially. In addition to this, the level of competency (particularly of literacy) in the home languages can directly affect the time taken to acquire English as an additional language.

5.2 For newly arrived students who are new to England, initial assessment will be carried out by the EAL team to establish their starting point in English language proficiency, literacy, and prior educational experience. This helps the school identify appropriate support, class placement, and any immediate barriers to learning.

Where available, prior attainment information such as KS2 outcomes, reading ages, writing data, or previous school reports will also be considered. Standardised measures, including GL Reading and Writing assessments and National Curriculum Standard Age Scores, may be used where appropriate to support baseline judgements.

Where no prior data is available, or where a student has recently arrived from overseas with limited educational records, a 1:1 baseline assessment will be completed by the EAL team. This may include discussion around previous schooling, first-language literacy, confidence levels, and wider learning needs to ensure an accurate student profile is established.

Assessment outcomes will be used to guide classroom strategies, intervention planning, and wider pastoral or academic support, ensuring that newly arrived students receive a well-planned and supportive start to their education.

5.3 Assessment is conducted regularly in order that progress can be evaluated and resources can be directed.

5.4 Following each data drop, the EAL team will meet to review the progress and attainment of EAL students. In addition, regular work scrutiny will take place with a specific focus on the quality of learning, progress, and classroom support for EAL students.

At each review point, the EAL team will meet to analyse all available information, identify any barriers to progress, and plan appropriate support or interventions. This ensures that the progress of EAL learners is closely monitored and that timely action is taken to promote strong academic outcomes.

The school will also use 4Matrix to monitor the progress of EAL students in English. Lower-attaining students will be identified promptly and considered for targeted intervention and additional support.

6. Teaching and Learning in Mainstream Education

6.1 EAL team aim to support EAL pupils across the curriculum through in class support and/or withdrawal sessions, and booster group registration sessions to develop academic language learning. This is a partnership process where the EAL Co-ordinator, the subject teacher and the inclusion team work together.

6.2 In addition to the support provided by the EAL team, each subject teacher has responsibility for the language development of EAL pupils and can help this through various means:

i) Teachers at our academy will:

- Use their student passports and seating plans as working documents and make notes on the needs of their EAL pupils.
- Plan for and provide appropriate stimuli for language development.
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons.
- Consider our own language use and provide suitable contextual clues for EAL pupils.
- Be aware that our school culture and environment (E.g. teaching; learning; procedures; routines and practices) may differ from the school culture that our EAL pupils are familiar with.
- Plan for and provide specific time for pupils with EAL needs.
- Be aware that an EAL pupil's social language (normally acquired in around 2 years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels).
- Teach topic/subject relevant vocabulary where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills.
- Provide good language role models for social interaction in learning activities.
- When necessary, provide spoken and written, curriculum-specific, language models for EAL pupils. E.g. writing frames.
- Provide a secure, but intellectually challenging learning environment.
- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use, (formality, politeness, etc.) genre features and characteristics (narrative, reports, etc.).
- Promote language and study skills and attitudes that enable EAL pupils to become independent learners.
- Encourage parents/carers participation in EAL pupils' learning.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- Encouraging children to transfer their knowledge, skills and understanding of one language to another;

ii) Ensuring access to the curriculum and assessment by:

- Using, where possible, accessible texts and materials that suit pupils' levels of learning;
- Providing support through ICT, video or audio materials, dictionaries, readers and amanuenses (where deemed necessary);
- Using the home language where appropriate

7. In Year Admissions of New Students with EAL and Placement in Classes

7.1 We follow the academy's normal admittance procedures and also try to collect and record the following additional information:

- Country of origin
- Date of arrival in U.K.
- Pupil's first language
- Other languages spoken at home/by pupil
- Pupil's level of literacy in these languages
- Links with pupils already in academy
- Pupil's educational background

We normally attempt to contact previous schools. They are provided with appropriate information about the academy. Care is taken to ensure we know how to say names and how to address parents and pupils appropriately. During the student's first two weeks in the academy, a buddy system operates to ensure that the new student has an appropriate timetable to follow and integrates swiftly with the other students in the academy. Cognitive assessments are used during this time to provide further data to identify the curriculum appropriate to the child.

The school will arrange an introductory meeting with the parents of an EAL student to foster a closer working relationship and lay the foundations for strong parental engagement. In some circumstances, efforts should be made to mediate language barriers, whether through partnerships with local organisations or by involving other parents who share a similar ethnicity and language proficiency in both English and the EAL student's primary language.

7.2 We recognise that EAL pupils, who may be new to English and to the UK, need continuity and security as they start school. We therefore aim to make an early decision about teaching group/class placement and stick to it unless we discover the pupil is seriously misplaced.

EAL pupils:

- Have access to the whole curriculum
- Are taught with their peers
- Are placed in groups where they will see models of good behaviour
- Are placed in groups with fluent English speakers who will provide them with good language models
- Are placed in as high a set as possible i.e. with their intellectual/academic equals. Therefore, they are not automatically placed with Learning Support pupils
- Are not subjected to standardised reading tests in order to place them in teaching groups.

The placement of EAL pupils in a lower year group may be used but we will only do this after careful consideration.

7.3 Special Educational Needs & More Able Pupils.

- Most EAL pupils who need additional support do not have SEND, however, as an academy we will seek feedback and communicate with subject teachers if they have any concerns. This will form part of the monitoring and assessment.

- Should SEND be identified, EAL pupils have equal access to school's SEND provision - if EAL pupils are identified as More Able they will have equal access to the school's provision.

7.4 Transitions Parental / County Involvement

The Academy strives to encourage parental and community involvement by:

- Providing a welcoming induction process for newly achieved pupils and their families/carers
- Helping parents understand how they can support their children at home, especially by continuing and encouraging the development of their own use of English
- Use translators and interpreters where appropriate and available to ensure good communication.
- The school will regularly review its extracurricular activities to ensure that social events from the national and religious calendars of our EAL community are acknowledged and celebrated. We will provide opportunities for the community to share their celebrations with the school, its staff, students, and the wider community.

8. Roles and Responsibilities

8.1 A dedicated staff member will be responsible for overseeing EAL across the entire school. This individual will ensure that EAL pupils are correctly identified and appropriate support is implemented. Additionally, they will oversee communication with the school's EAL community, ensuring key information is accessible and translated when necessary.

- Any adjustments to pupils' curriculums or settings will be determined by the EAL lead in collaboration with the respective Key Stage leads, using the appropriate data and information to inform decisions.
- The EAL lead will also ensure that EAL information is regularly shared with staff and that opportunities for EAL-related professional development (both external and internal) are provided and accessible.
- The SENDCO will ensure that any additional SEND assessment and support is offered when a pupil has both EAL and SEND needs.
- The DEI lead will identify and lead the celebration of significant cultural events.
- The Careers lead will ensure that KS4 and KS5 EAL pupils are well-supported in applying for post-16/18 placements that align with their needs and ambitions.

8.1 Staffing as of September 2024

Name	Role
Tamjidul Abedin	Assistant Principal and whole school lead for EAL
Amy Dun	SENDCO

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Whole School Context

Ethnicity	Number of Students	Percentage
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Any other White background	277	19%
Any Other Asian Background	42	3%
Any other Black background	41	3%
Any Other Mixed Background	26	2%
Bangladeshi	55	4%
Black - British	1	0%
Black - Somali	1	0%
Black Caribbean	28	2%
Chinese	3	0%
Gypsy/Roma	1	0%
Indian	98	7%
Information not yet obtained	6	0%
Other Black African	148	10%
Other Ethnic Group	9	1%
Pakistani	22	2%
Refused	2	0%
Vietnamese	1	0%
White - British	585	41%
White and Black African	39	3%
White and Black Caribbean	36	3%
White and Asian	13	1%
White - Irish	1	0%

Total 1435

School EAL Context

Ethnicity	Number of Students	Percentage
Any other White background	166	51%

Any Other Asian Background	15	5%
Any other Black background	1	0%
Any Other Mixed Background	2	1%
Bangladeshi	25	8%
Black - British	0	0%
Black - Somali	1	0%
Black Caribbean	2	1%
Chinese	2	1%
Gypsy/Roma	0	0%
Indian	39	12%
Information not yet obtained	2	1%
Other Black African	29	9%
Other Ethnic Group	5	2%
Pakistani	13	4%
Refused	0	0%
Vietnamese	0	0%
White - British	17	5%
White and Black African	5	2%
White and Black Caribbean	1	0%
White and Asian	0	0%
White - Irish	0	0%

Total 325

Home Language of our EAL students

Language	No.	%	Language	No.	%
Akan (Fante)	1	0%	Lithuanian	2	1%
Akan (Twi/Asante)	6	2%	Malay (Any Other)	1	0%

Akan/Twi-Fante	0	0%	Malayalam	6	2%
Albanian/Shqip	4	1%	Nepali	0	0%
Arabic	2	1%	Other than English	5	2%
Believed Other than English	1	0%	Panjabi	2	1%
Believed to be English	1	0%	Polish	96	30%
Bengali	20	6%	Portuguese	1	0%
Blank	19	6%	Refused	0	0%
Bulgarian	2	1%	Romanian	37	11%
Caribbean Creole French	0	0%	Romanian (Moldova)	0	0%
Chinese	1	0%	Russian	1	0%
Chinese (Cantonese)	1	0%	Shona	5	2%
Chinese (Mandarin/Putonghua)	1	0%	Sinhala	1	0%
Classification Pending	1	0%	Slovak	1	0%
English	41	13%	Spanish	2	1%
French	1	0%	Swahili (Any Other)	0	0%
Ga	0	0%	Swahili/Kiswahili	1	0%
Greek	1	0%	Swedish	1	0%
Gujarati	18	6%	Tagalog	1	0%
Hindi	2	1%	Tamil	9	3%
Hungarian	6	2%	Telugu	0	0%
Igbo	2	1%	Turkish	6	2%
Italian	2	1%	Ukrainian	1	0%
Japanese	0	0%	Urdu	11	3%
Kinyarwanda	0	0%	Vietnamese	2	1%
Latvian	0	0%	Yoruba	0	0%

First Language of our EAL students

Language	No.	%	Language	No.	%
Akan (Fante)	1	0%	Lithuanian	5	2%

Akan (Twi/Asante)	2	1%	Malay (Any Other)	0	0%
Akan/Twi-Fante	1	0%	Malayalam	4	1%
Albanian/Shqip	3	1%	Nepali	1	0%
Arabic	2	1%	Other than English	1	0%
Believed Other than English	0	0%	Panjabi	1	0%
Believed to be English	0	0%	Polish	90	28%
Bengali	18	6%	Portuguese	3	1%
Blank	0	0%	Refused	0	0%
Bulgarian	6	2%	Romanian	39	12%
Caribbean Creole French	0	0%	Romanian (Moldova)	0	0%
Chinese	1	0%	Russian	2	1%
Chinese (Cantonese)	1	0%	Shona	7	2%
Chinese (Mandarin/Putonghua)	1	0%	Sinhala	1	0%
Classification Pending	0	0%	Slovak	2	1%
English	59	18%	Spanish	1	0%
French	2	1%	Swahili (Any Other)	1	0%
Ga	0	0%	Swahili/Kiswahili	2	1%
Greek	2	1%	Swedish	0	0%
Gujarati	18	6%	Tagalog	0	0%
Hindi	1	0%	Tamil	9	3%
Hungarian	3	1%	Telugu	0	0%
Igbo	2	1%	Turkish	6	2%
Italian	4	1%	Ukrainian	0	0%
Japanese	0	0%	Urdu	9	3%
Kinyarwanda	0	0%	Vietnamese	2	1%
Latvian	4	1%	Yoruba	3	1%