



# **SVS EAL Policy**

## **2025-2026**

### **Approval and review dates**

<b>Policy</b>	<b>Date of last review</b>	<b>Date of next review</b>
SVS EAL Policy	September 2025	September 2026

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## 1 Aims

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Our EAL policy aims to:

- This policy aims to raise awareness of SVS obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

As a school we aim to:

- Provide a welcoming environment in which pupils will learn most effectively.
- Provide support to pupils with EAL needs.
- Plan and teach lessons using learning styles most appropriate to EAL learners.
- Provide an inclusive curriculum.
- Promote home languages across school and encourage and support discussion of learning (in home language) at home.
- Assess pupils in class and set targets based on these assessments.
- Ensure pupils are making progress and are able to access the school curriculum.
- Support pupils who are at risk of under achieving.
- Celebrate pupils' achievements in school as well as in extra-curricular activities.

## 2 Related Policies

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This policy is part of a suite of policies which should also be referred to:

- Child Protection and Safeguarding Policy
- Prevent Policy
- Complaints Policy
- Equal Opportunities Policy
- Health and Safety Policy
- SEND Policy

### 3 Definitions

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EAL means English as an Additional Language - when a pupil speaks a home language other than English. At SVS, at least 10 languages are spoken and we aim to cater for all these pupils to whom English is an additional learning need. We are committed to providing appropriate and personalised support for all pupils with EAL. Throughout their time at school, we provide pupils with the necessary means to access the curriculum. We give children the opportunity to improve their fluency in speaking, reading, writing and understanding English.

**Definitions of an EAL Learner:** “First language is the language to which the child was initially exposed during early development and continues to use this language at home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become” DFES Guidance 2007.

**Bilingual Learner:** “ Bilingual here is taken to mean all pupils who use or have access to more than one language at home or at school- it does not necessarily imply fluency in both or all languages” DFES Guidance 2007

**Advanced Bilingual Learner:** “Advanced Bilingual learners are pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to the language background” DCFS 2009.

### 4 Planning and Teaching for pupils with EAL needs

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- In view of the fact that 60% of the students at SVS are EAL and the majority are advanced learners of English, the needs of these students are met through whole school provision. The language development need of these students is addressed through the strategic development of literacy across the school, evidenced by lesson observations, learning walks and book scrutinies.
- Provision for newly arrived EAL learners is integrated into all subject areas. Their language development is the responsibility of all staff.
- Access to learning requires attention to words and meaning embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- We provide equal access to the whole curriculum for all pupils by developing schemes of work that are responsive to the language needs and abilities of EAL pupils.
- Teachers consider the needs of bilingual learners in their planning and teaching. In class, pupils are taught to learn using a variety of strategies. Pupils learn independently, as a whole class, in pairs, in groups and through collaborative activities. Children are encouraged to explore a range of learning styles - visual, auditory and kinaesthetic – and resources are prepared to reflect the needs of individuals across each class. Pupils are encouraged to share languages with their peers.
- Ensure that the newly arrived EAL pupil works in collaborative groups or pairs with simple repetitive language.

- Group INA with good English speaking role models.
- Use as many visual prompts as possible and communication friendly practices.

## 5 Roles and responsibilities

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The EAL Lead is Sophia Zamir can be contacted using email [szamir@svs.sandwell.sch](mailto:szamir@svs.sandwell.sch) and phone number 0121 5697522.

EAL Lead will manage EAL effectively across the school, to develop the quality of provision for EAL pupils and to contribute to raising the educational achievement of pupils with EAL by working collaboratively with teaching and support staff.

To achieve the above, the EAL Lead will:

- Disseminate information and key messages effectively
- Represent and promote the needs of EAL pupils
- Advise teachers about the development of EAL strategies, planning and assessment
- Actively contribute to the development, implementation, monitoring and evaluation of the EAL policy
- Keep up to date regarding EAL 'Good Practice'
- Develop and maintain assessment procedures
- Audit resources
- Take part in monitoring of teaching, planning and books

## 6 EAL information

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### 6.1 EAL pupils with Special Educational Needs

- The EAL Lead will liaise with the SENCO to ensure effective and strategic provision for individual pupils.
- We provide a school environment that is inclusive in its approach to pupils.

### 6.2 Parental and Community involvement

- Parents are invited and welcome into the school community and encouraged to participate in the life of the school.
- The school endeavours to communicate important information to parents in the majority home languages, through translated letters or by specially set up meetings.

### 6.3 International New Arrivals

- We have developed a comprehensive Induction programme, beginning with a thorough interview process, to ensure we can offer the best support possible for our new pupils and their families. Form tutors, teachers and mentors monitor the settling-in period closely, to enable a smooth transition for EAL pupils joining our school. Resources available: Readingwise, Fresh Start, White Rose, GCSEpod, literacy books.