Ysgol Tŷ Monmouth Policy

English as an Additional Language (EAL)

POLICY STATEMENT

- Our School's community is enriched by the diversity of ethnicity, culture, and language of its Pupils. The school is committed to providing suitable and meaningful provision of teaching for Pupils who have English as an Additional Language (EAL) or who are bilingual. The school identifies individual Pupil's needs; recognises the skills they bring to school and ensures equality of access to the curriculum.

- Equality of access to the curriculum for all Pupils, including those for whom English is an additional language, is provided not only by direct language support from teachers but also by a whole school approach. Where needed, specialist resources will be sourced prior to the Pupil commencing their placement with us. Our whole school approach creates a learning environment that encompasses a varied range of teaching and learning strategies, multicultural and multilingual resources, as well as whole school celebrations that embrace a wide range of world cultural events.

- UNCRC Article 29: "I have the right to speak my own language and to follow my family's way of life"

Document Control			
Policy Code:	TŷM11	Policy Owner:	Rhuanedd Deroy-Jones
Version:	26. 04_v1.03	Policy Author(s):	Rhuanedd Deroy-Jones (Headteacher) Abbie Heard (Quality Manager)
Date ratified:	May 2026		
Review Frequency:	2 years		
Next review date:	May 2028	Ratifying Committee:	PRG

Document History (last 3 versions)			
Date of Issue	Version No.	Person(s) responsible for change	Nature of Change
May 2026	1.03	Abbie Heard	Review
September 2024	1.02	Abbie Heard	Annual Refresh
January 2024	1.01	Abbie Heard and Rhuanedd Deroy-Jones	Annual Refresh and new template.

CONTENTS

1. Scope 3

1.1 Aims 3
1.2 Supporting our EAL Pupils 3
1.3 Inclusive Curriculum and Strategies 4
1.4 Monitoring and Review 4
1.5 Legislative Framework 5

1. Scope

1.1 Aims

1.1.1 At Ysgol Tŷ Monmouth we aim to:

- Promote equality of opportunity for all bilingual Pupils.
- Promote equality of opportunity for all Pupils for whom English is an Additional Language.
- Deliver a broad, balanced curriculum which reflects the needs of Pupils for whom English is an Additional Language.
- Ensure EAL Pupils reach their full potential.
- Identify language and communication strengths and needs.
- Promote an individualised and holistic approach to communication.
- Implement appropriate assessment to identify language and communication needs.
- Remove barriers to the curriculum and provide meaningful contexts to learning, to support the connection to vocabulary development.
- Provide a curriculum to develop knowledge, understanding and experience of a range of cultures, including language.
- Provide inclusive resources to support the development of communication and language.
- Provide an integrated therapeutic approach throughout school life.
- Develop functional vocabulary.

1.2 Supporting our EAL Pupils

1.2.1 Promote academic achievement according to cognitive level rather than English language level.

1.2.2 Promote and encourage the development of the Pupil's first languages (including non-verbal languages such as British Sign Language) in order to facilitate concept development in tandem with their acquisition of English.

1.2.3 Provide Pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.

1.2.4 Use key visuals and other strategies to support children's access to the curriculum.

1.2.5 Liaise with Parents/Carers to help them to support their children.

1.2.6 Facilitate parents' access to school life by providing dual language information and bilingual support especially for parents' evenings, school events and workshops, and to monitor parental involvement.

1.2.7 Celebrate multilingual skills and promote linguistic diversity with all Pupils.

1.2.8 Work with external agencies to implement the correct support and resources for children (E.g. Gwent Ethnic Minority Service (GEMS))

1.3 Inclusive Curriculum and Strategies

1.3.1 The best progress in language learning is made when Teachers, Therapists and Teaching Assistants work closely together in co-operation with Pupils and their Parents/Carers. At our school we employ a range of strategies to support our Pupils with EAL. These include, but are not limited to:

- Communication for all approach used with all Pupils.
- High level of visuals used consistency across the school.
- Celebrating diversity and cultural celebrations
- Collaborative group work
- Enhanced opportunities for speaking and listening.
- Additional verbal support-repetition, alternative phrasing, peer support
- Bilingual resources, e.g. dictionaries, on-line support, bilingual Team Members/Pupils, texts, key word lists
- Writing frames, directed activities related to texts.
- Discussion provided before and during reading and writing activities, using preferred language where appropriate
- Observation, monitoring, and regular assessment of progress. (Using assessments in another language

  Therapeutic/Speech and Language Therapy (SaLT) support
- Teaching and learning strategies – word aware.
- Accessible texts and resources matched to Pupil's language and communication levels and supported with images and symbols to provide context.
- Careful differentiation, planning, and structuring of activities (e.g. use of bilingual resources)

1.4 Monitoring and Review

1.4.1 Policy review will be conducted bi-annually or when school needs require.

1.5 Legislative Framework

1.5.1 This policy has been drawn up with regard to best practice and guidance from the below:

- ALN Code of Practice Wales 2021
- United Convention of the Rights of the Child 1991
- Data Protection Act 1998
- Children Act 2004
- Education Act 2002
- Keeping Learners Safe 2022