



Outcomes
First Group

English as an Additional Language Policy

Benton House School

Benton House School is safe, supportive and exciting place to be. We provide an environment that is stimulating and nurturing, balanced with structure and boundaries. This is to ensure that your child can learn and develop academically, socially and emotionally. We encourage children to have a clear understanding of school expectations and to set their own personal targets and goals. We offer a caring atmosphere where all children are valued and encouraged to respect themselves and each other.

When we come to Benton House School, we enjoy the present and we follow the following core values: Curiosity, Ambition, Respect and Empathy. This, partnered with positive relationships and nurturing principles, underpins all that we do.

We always strive to provide the very best educational environment in which the children can all achieve and experience success. We are fortunate to have a very caring and committed staff, and children who are friendly and eager to learn

Definition

The term English as an Additional Language (EAL) refers to pupils whose first language is not English. First language is the language to which a child was initially exposed during early development and continues to be used in the home or community.

Benton House School recognises that bilingualism and multilingualism are strengths and that pupils with EAL bring valuable linguistic, cultural and educational experiences. We are committed to ensuring that all pupils, regardless of their language background, have equal access to a broad, balanced and ambitious curriculum and can achieve their full potential.

Benton House School promotes equality, inclusion and respect for diversity in accordance with the Equality Act 2010.

Aims

Benton House School aims to:

- Welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- Implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
- Help EAL pupils become confident and fluent in speaking, listening, reading and writing in English to fulfil their academic potential.
- Ensure that pupils with EAL have equal access to a broad, balanced and ambitious curriculum.
- Promote inclusion, equality and respect for diversity in accordance with the Equality Act 2010.
- Ensure that safeguarding, wellbeing and inclusion are central to EAL provision.

Objectives

Benton House School will:

- Provide newly admitted pupils with a safe and welcoming environment.
- Assess the skills and needs of pupils with EAL to provide appropriate support
- Equip staff with knowledge, skills and resources required to support/ monitor pupils with EAL.
- Monitor pupils' progress systematically, using information to inform planning and provision.
- Maintain pupils' self-esteem and confidence by acknowledging and valuing their home languages
- Maximize opportunities to model fluent English and provide opportunities for pupils to practice
- Identify and remove barriers to learning, participation and achievement.

Identification and Assessment

EAL is not regarded as a special educational need (SEND). However, some pupils may have both EAL and SEND. Leaders ensure that language acquisition needs are considered alongside any additional

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learning, communication, social, emotional and mental health needs.

On admission, the school gathers information regarding:

- First language and languages spoken at home.
- Previous educational experiences.
- English language proficiency.
- Literacy levels in the first language, where known.
- Attendance history.
- Any identified SEND needs.
- Relevant safeguarding or welfare information.

This information is used to identify barriers to learning and inform planning, intervention and support. Pupils' progress is reviewed through assessment, classroom observations, attendance monitoring, pupil voice, therapeutic reviews and multidisciplinary discussions.

School Ethos

- There will be an understanding that limited English proficiency does not reflect a lack of ability or literacy in a pupil's first language. Appreciating and acknowledging a pupil's abilities, culture and experiences are crucial in promoting self-esteem and engagement.
- Diversity is valued and classrooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities. Benton House School promotes mutual respect, tolerance, individual liberty, democracy and the rule of law.
- Pupils with EAL are supported to understand and participate fully in the life of the school and wider community, regardless of their linguistic or cultural background.
- Benton House School has a zero-tolerance approach to discrimination, prejudice and racism. Any incidents are recorded, investigated and addressed in accordance with school policies and procedures.
- Staff gather information regarding pupils' strengths, needs and previous educational experiences to ensure appropriate support is provided.
- Benton House School acknowledges that pupils may experience a "silent period" while acquiring English and will provide a supportive environment during this stage.
- Many pupils at Benton House School arrive with disrupted educational experiences, gaps in learning and barriers to engagement. Leaders recognise that these factors may affect language acquisition and curriculum access and therefore adopt a holistic approach that integrates educational, therapeutic and pastoral support.

Teaching and Learning

Benton House School adopts a whole-school approach to supporting EAL learners.

Staff will:

- Provide opportunities for speaking, listening, reading and writing across the curriculum.
 - Explicitly teach and reinforce key vocabulary, including subject-specific terminology.
 - Use visual supports, modelling, scaffolding and adapted resources where appropriate.
 - Encourage pupils to draw upon their existing language knowledge and experiences.
 - Provide structured opportunities for communication and interaction.
 - Differentiate learning to ensure pupils can access the curriculum successfully.
 - Maintain high expectations for progress and achievement.
- Pupils with EAL are entitled to the same ambitious curriculum as their peers. Support is designed to enable access to learning and achievement rather than reduce expectations.

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- Teachers recognise that pupils may experience a "silent period" when acquiring English and understand that limited English proficiency does not indicate limited cognitive ability or learning potential.

Inclusion and Support

Benton House School recognises that pupils with EAL may experience barriers relating to communication, curriculum access, social integration, attendance or previous educational disruption.

Support may include:

- Personalised learning programmes.
 - Targeted literacy interventions.
 - Vocabulary development programmes.
 - Communication support strategies.
 - Therapeutic and pastoral support, where appropriate.
 - Collaboration with parents, carers and external professionals.
- The school will make reasonable adjustments to communication with families, including the use of interpreters, translated materials or alternative communication methods where required.
 - Leaders work collaboratively with families, local authorities and external professionals to ensure that support is responsive to individual needs and promotes positive outcomes.
 - The effectiveness of support is reviewed regularly and adapted according to pupils' needs and progress.

Safeguarding

Safeguarding is central to the school's approach to supporting pupils with EAL and recognise that pupils with limited English proficiency may find it more difficult to communicate concerns, understand risks or access support services.

Consideration is given to ensuring that pupils understand:

- How to seek help and report concerns.
 - Who they can speak to if they are worried.
 - School expectations and behaviour standards.
 - Online safety.
 - Bullying, discrimination and racism.
 - Healthy and safe relationships.
- Staff remain alert to additional vulnerabilities that may affect some pupils with EAL, including social isolation, exploitation, discrimination, online risks and barriers to reporting concerns. Safeguarding information is communicated in a way that pupils can understand, taking account of language, communication and developmental needs.
 - Where necessary, interpreters, translated materials, visual support or alternative communication methods will be used to facilitate effective communication with pupils and families.
 - Any safeguarding concerns will be managed in accordance with the school's Safeguarding and Child Protection Policy.

Monitoring and Evaluation

At Benton House School, EAL pupils are monitored through the school's graduated approach to assessment, intervention and review. EAL pupils are discussed through pupil progress meetings, multidisciplinary team meetings, EHCP reviews (where applicable), safeguarding reviews and attendance monitoring processes.

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Leaders monitor:

- Academic progress and attainment.
 - English language development.
 - Attendance and punctuality.
 - Persistent absence.
 - Behaviour and engagement.
 - Emotional wellbeing and inclusion.
 - Safeguarding concerns.
 - Incidents of bullying, discrimination and racism.
 - Participation in wider school life.
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- Attendance and persistent absence data for pupils with EAL is reviewed regularly to identify emerging barriers to engagement and ensure timely intervention.
 - The impact of support is reviewed through assessment data, attendance information, behaviour records, pupil voice, parental feedback, therapeutic reviews and quality assurance activities.
 - Leaders analyse attendance, behaviour, safeguarding and progress information to evaluate the effectiveness of provision and identify any trends or gaps in outcomes.
 - The effectiveness of EAL provision is formally reviewed at least annually by senior leaders as part of the school's self-evaluation, quality assurance and school improvement processes.

Roles and Responsibilities

Headteacher

The Headteacher will:

- Ensure effective implementation of this policy.
- Promote an inclusive culture across the school.
- Ensure staff receive appropriate training.
- Monitor the progress and outcomes of pupils with EAL.
- Evaluate the effectiveness of provision and support.
- Ensure that EAL provision contributes to the promotion of equality, inclusion, safeguarding and pupils' personal development.
- Ensure that leaders regularly evaluate the impact of provision on pupils' academic progress, attendance, wellbeing and inclusion.

SENDCo

The SENDCo will:

- Coordinate the identification and assessment of pupils with EAL.
- Support staff in planning appropriate provision.
- Monitor progress and review support strategies.
- Liaise with families, external professionals and relevant agencies.
- Support language development where appropriate.
- Monitor the effectiveness and impact of interventions and support.
- Report on the effectiveness of EAL provision to senior leaders.

Class and Subject Teachers

Teachers will:

- Ensure knowledge of pupils' needs and abilities is up to date.
- Use this knowledge to inform planning, teaching and assessment.
- Monitor progress and identify barriers to learning.

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- Adapt teaching and support strategies in response to pupils' needs.
- Promote an inclusive classroom environment that values linguistic and cultural diversity.

Current Cohort Context

At the time of review, Benton House School does not currently have any pupils identified as having English as an Additional Language (EAL). However, the school maintains this policy to ensure that robust systems are in place for the identification, assessment, support and monitoring of any future pupils with EAL.

Leaders recognise that the school's pupil population may change over time and are committed to ensuring that any pupil joining the school with EAL receives appropriate support to access the curriculum, participate fully in school life and achieve positive educational, social and emotional outcomes.

Should a pupil with EAL join the school, leaders undertake an initial assessment of language proficiency, identify any barriers to learning, implement appropriate support strategies and monitor progress through the school's established systems for assessment, safeguarding, attendance, wellbeing and inclusion.

This policy will be reviewed regularly to ensure that it remains effective, compliant with current legislation and guidance, and responsive to the needs of the school community.

Commitment Statement

Benton House School is committed to ensuring that pupils with EAL feel safe, included and valued. Leaders recognise the interaction between language acquisition, SEMH needs, attendance, wellbeing and previous educational experiences. Through a collaborative, trauma-informed and inclusive approach, the school aims to remove barriers to learning and enable all pupils to achieve positive educational, social and emotional outcomes.

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