



TDMS

English as an Additional Language (EAL) Policy

DATE POLICY WAS APPROVED	13.02.2026
DATE POLICY WILL BE REVIEWED	Spring 2028
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW	Assistant Headteacher



Key Definitions

All policies incorporate the following schools or organisations, unless specified otherwise, within Four Stones Gateway Trust ('the Trust'):

- Clee Hill Community Academy
- Cleobury Mortimer Primary School
- Haybridge High School and Sixth Form
- Haybridge Teaching School Hub
- Haybridge SCITT
- King Charles I School
- Lacon Childe School
- SHaW (Shropshire, Herefordshire, and Wolverhampton) Maths Hub
- Stottesdon CofE Primary School
- TDMS (The De Montfort School)
- Any other schools or organisations that may join the Trust from time to time and not listed above.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this policy the term:

“CEO” includes the Chief Executive Officer

“CFO” includes the Chief Financial Officer

“Trust Senior Leadership Team” includes Executive Headteachers, Headteachers, strategic operational leads and Teaching School/SCITT Directors.

“Headteacher” includes the appropriate School Headteacher.

“Trustees or Trust Board” are appointed Trustees who oversee the business of Four Stones Gateway Trust, agreeing the overarching strategic direction and ensuring robust governance.

“Local Academy Boards (LAB)” are appointed Governors at a local level associated with the Trust's Worcestershire Schools. LAB Governors act as advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

“Local Governing Bodies (LGB)” are appointed Governors at a local level associated with the Trust's Shropshire Schools. LGB Governors are advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

“Chair” responsible for leading the board and ensuring its effectiveness.

“Stakeholders” are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents, community members, LAB, LGB or Trust members, trade unions, local business leaders etc.

Aims

The De Montfort School (TDMS) is committed to meeting the needs of each of its students regardless of ethnicity, personal background, or faith.

English as an Additional Language (EAL) is a broad term which refers to students for whom English is traditionally not their own or their family's first language. This can cover a large spectrum of ability in spoken English, language comprehension and writing skills.

Whilst being clear that being EAL is not a Special Educational Need (SEND) or a 'learning difficulty,' the school acknowledges that students with EAL often have an additional need in terms of accessing the language used by staff and peers, and related learning issues, which can lead to underachievement and isolation.

Therefore, we will endeavour to:

- Ensure EAL students have full access to the curriculum and other school opportunities.
- Be proactive in removing any barriers that stand in the way of our EAL students fulfilling their potential.
- Provide our EAL students, particularly those who are International New Arrivals (INA), with a safe, welcoming environment where they are accepted, valued, and encouraged to participate.
- Where possible, offer students an opportunity to take a GCSE or equivalent qualification in their home language.
- Encourage students to retain and celebrate their cultural heritage.

Terminology

EAL is an umbrella term that refers to any student learning and using English as an additional or second language. There are also a number of terms that can be useful when describing the background of EAL students:

- International New Arrivals (INA) – students who have recently arrived in the UK and have been here less than two years.
- Asylum seeker – students who individually or as part of their family have come to the UK due to political problems in their home country.
- Established – Children or second generation of former migrants who have resided in the UK long enough for them to be settled.

Context

A variety of first languages, other than English, are spoken by students in our school. The most common language spoken by our EAL students is Polish with a significant number of students joining from Bulgaria and Romania and some representation of the Baltic languages; particularly Lithuanian and Russian. Since the start of the war in Ukraine we have seen an increase in students from this country. The family profile for the majority of EAL students at the school is first generation EU migrants. Their educational background is varied in terms of length, focus, quality and style of teaching and learning.

The school community represents the broad shift in demographics in the locality with many migrant families employed in agriculture or local businesses. TDMS receives a higher proportion of EAL students than other local providers because of its reputation and expertise and the level of support given to these students.

Where possible, letters and key documents are translated into Polish, Romanian and Russian/Ukrainian. This has been completed by staff who speak these as their maternal languages.

Key Principles

For citizens and residents of the UK, acquisition of the English language is crucial to the fulfilling of academic potential and raising of economic prospects as well as being included in the daily life of the school community, and wider public society. As a comprehensive school, we view the fulfilment of this amongst EAL students to be central to our fundamental values of inclusiveness. At TDMS we recognise that:

- EAL students will take approximately 5 – 7 years to acquire academically fluent English. This will occur naturally through immersion rather than segregated intervention.

- The rate of language acquisition can vary markedly between individual students and where possible support will be personalised to meet individual needs.
- Many EAL students will have temporary additional needs; primarily language acquisition, which is distinct from other barriers to learning.
- EAL students do not automatically have SEND, and should not be labelled in this way unless clear diagnosis has been made or received.
- EAL students are not automatically 'lower ability' but may require more time to process information.
- EAL students will have potential strengths as well as additional needs.
- There is a social-emotional and cultural dimension to catering for the needs of EAL students.

Roles and Responsibilities

There is a collective responsibility of all TDMS staff to support EAL students' inclusion and achievement through quality first teaching and learning and excellent pastoral support. EAL students are supported pastorally by the EAL Lead and the EAL department. Together they oversee the EAL provision in lessons. Day to day EAL inclusion support is provided through the Heads of Year and Achievement Leaders. Personalised intervention, if required, is provided through the EAL department. EAL support through subject areas is overseen by heads of department and classroom teachers based on quality first teaching. Classroom teachers have a responsibility for ensuring that learning is accessible for EAL students.

Responsibilities of the EAL Lead include:

- Ensuring the needs of current EAL students are brought to the attention of colleagues.
- Ensuring requests for information about EAL students are dealt with satisfactorily.
- Monitoring the accessibility of the curriculum.
- Working with the SEND Team to ensure effective use of interventions and the regular maintenance of the contextual grid and census code.
- Monitor progress of EAL students and liaise with teachers and appropriate staff where intervention may be required.

Approach to Teaching & Learning

Teachers of EAL students will be aware of the need for language support in their subjects and aim to support students' language development alongside their subject material. They should recognise and be sympathetic to the cultural barriers to learning which exist for some students and be prepared to support the students transition in overcoming these barriers. Teachers need to be aware of the challenges of social integration faced by students who have recently arrived in the UK. They should monitor progress in socialisation and report any concerns to the pastoral team and EAL Lead. We promote and value the learning of community and heritage languages, encouraging students to undertake GCSEs in their maternal language where this is possible (please note that many languages unfortunately are not available). We have a small selection of fictional Polish books, and we are exploring if we can extend our offer to other languages.

Placement

We recognise that many EAL students need support and stability when they join the school. We aim to make an early decision about groups and settings based upon apparent needs and availability. Where possible we will aim to immerse students into normal school life.

EAL students will have available:

- A full timetable with access to the whole curriculum.
- Fluent English speakers who will provide them with good models of language.
- Teaching groups and sets in line with their intellectual/cognitive abilities first, language and literacy skills second.
- Additional support according to need.
- Supportive teaching which will meet their social-emotional needs.

Admissions, Identification and Tracking

TDMS will develop a learner profile through discussion with the students and parent/careers at induction which will be shared with staff to provide information for supporting transition and access to the curriculum. This will be managed by the student's Head of Year, Achievement Leader and overseen by the EAL Lead.

Students' fluency in English is tested on arrival and shared with staff through the EAL folder in the Shared Area. Incoming INA students will be assessed for cognitive ability using guidance provided by any relevant external sources and other EAL support agencies through the SEND coordinator as required. EAL students will have their progress and integration assessed at regular intervals. EAL students will be monitored through whole-school monitoring system by the individual subject teachers, and faculties are responsible for monitoring and supporting the progress of EAL in their areas. Where a student's achievement appears to be affected by difficulties related to EAL, target-led intervention will be put in place by the EAL department.

EAL attendance will be reviewed at regular intervals by the Head of Year and the school attendance officer. Interventions for attendance issues will take place if required and monitored by the senior leader in charge of attendance monitoring.

SEND and More Able students

TDMS recognises that the most significant barrier to an EAL students' progress is related to language limitations but is also mindful that there may also be other issues which will prevent a student from accessing the curriculum. All attempts will be made to ensure that these issues are identified as quickly as possible, and that staff are made aware of any SEND requirements through the Pupil Passport system with advice on additional support strategies.

It is also recognised that EAL students may have experienced traumatic journeys to reach the UK, and this could impact their mental health and well-being. For these students TDMS will use its mental health strategy and/or follow the SEMH context of our SEND offer.

Similarly, TDMS recognises that EAL students may also be talented in a particular field or regarded as a more able learner and that language may be the barrier to fully utilising this. We will aim to support students to overcome the language barrier to better enable them to utilise their skills and talents.

Resources

A range of resources are required to support students' English language skills including bilingual dictionaries (where students are literate in first language), key word lists, visual cues, modelling and a range of language and literacy interventions. There are resources available in the staff shared folder to support students with their integration and in accessing the curriculum and staff are expected to use these where necessary. INA students will also be provided with access to Twinkl which will support their acquisition of English in a manner bespoke to their individual needs. Select students will also be provided with a subscription to Flash Academy to support their English language development.

CPD

TDMS will offer EAL related CPD opportunities for all staff at regular intervals and all new staff will be expected to attend these sessions as part of their induction programme. Staff with specific roles for EAL support will identify opportunities for development as required. Training needs will be identified through Professional Development Review meetings.