

storybrook

English as an Additional Language (EAL) Policy





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1. Statement of intent

Introduction

At Storybrook, we recognise that language is fundamental to learning, wellbeing, identity and safeguarding. For pupils with English as an Additional Language (EAL), developing communication is not only an academic priority but a key factor in building confidence, belonging and emotional security.

We are committed to ensuring that all pupils with EAL are supported to:

- access learning
- communicate effectively
- feel safe, valued and included

In line with the school's ethos, provision is:

- child-centred
- trauma-informed
- inclusive and aspirational

As part of our safeguarding approach, the welfare of the child is paramount, and all provision—including EAL—is designed to remove barriers and improve long-term outcomes.

This policy supports Personal Development within the Ofsted EIF, ensuring pupils develop the knowledge, language and confidence needed for future success.

2. Definition of EAL

Introduction

A clear and shared understanding of EAL ensures that pupils are accurately identified and appropriately supported. At Storybrook, we recognise that EAL learners are diverse and may present with a wide range of linguistic, educational and emotional needs.

An EAL learner is any pupil whose first language is not English.

This includes pupils who:

- are newly arrived in the UK
- have been educated in another language
- speak a language other than English at home





EAL learners may be at different stages of acquisition:

- New to English
- Developing competence
- Fluent

Storybrook recognises that:

- bilingualism is a strength
- language development is a process
- EAL needs may overlap with SEND and SEMH needs

3. Context of Storybrook provision

Introduction

Understanding the context of the school is essential in shaping effective provision. Storybrook is a specialist SEMH setting, and this significantly influences how EAL support is delivered.

Pupils with EAL at Storybrook may:

- experience communication barriers
- present with trauma or disrupted education
- require support to build trust and engagement

Therefore, provision is:

- relational
- flexible
- responsive to emotional need

All support aligns with the school's approach:

Regulate → Relate → Repair → Reflect

4. Aims

Introduction

The aims of EAL provision reflect the school's commitment to both academic achievement and personal development. Language development is seen as integral to all aspects of a pupil's experience.





We aim to:

- develop English language proficiency
- enable full access to the curriculum
- build confidence and self-esteem
- promote inclusion and belonging
- support safe and effective communication
- prepare pupils for future learning and transition

5. Key principles

Introduction

These principles underpin all EAL practice and ensure consistency across the school. They reflect both statutory expectations and Storybrook's SEMH-informed approach.

Safeguarding first

Language barriers must not prevent:

- expression of need
- disclosure of concern
- access to support

Trauma-informed practice

Staff recognise that:

- language acquisition may be affected by trauma
- emotional safety must come first

Inclusion and belonging

All pupils:

- feel valued
- see their language and culture respected

High expectations

All pupils are supported to:

- achieve
- engage
- develop independence





6. Identification and assessment

Introduction

Accurate identification and ongoing assessment are essential to ensure that provision is appropriate and responsive. At Storyybrook, assessment is used to inform teaching, not label pupils.

Identification includes:

- admission information
- parent/carer discussions
- previous records

Assessment includes:

- baseline assessment on entry
- ongoing teacher assessment
- Bell Foundation proficiency scales
- Flash Academy tracking

Pupils are categorised A-E (New to English → Fluent).

Assessment informs:

- planning
- intervention
- progress monitoring

7. Provision and teaching approaches

Introduction

High-quality teaching is the most effective support for EAL learners. At Storyybrook, provision is integrated into everyday classroom practice rather than delivered as a separate intervention wherever possible.

Staff will:

- use visuals, modelling and scaffolding
- pre-teach key vocabulary
- provide structured talk opportunities
- create language-rich environments
- support use of home language
- adapt teaching to individual need





Use of Flash Academy

Introduction

Digital tools can enhance language development and accessibility. Flash Academy is used to support personalised and inclusive learning.

Flash Academy is used to:

- develop vocabulary and grammar
- support phonics
- provide speaking and listening practice
- enable access to translated materials
- support learning at home

Please note: Storyybrook will only buy into this tool if our cohort requires it.

8. SEMH and communication

Introduction

In an SEMH setting, communication is closely linked to emotional regulation and wellbeing. Pupils must feel safe before they can communicate effectively.

Staff will:

- prioritise regulation before communication
- use consistent, clear language
- support expression of needs and emotions

This supports:

- learning
- safeguarding

9. Working with parents/ carers and families

Introduction

Strong partnerships with families are essential for effective EAL provision. Families provide valuable insight and play a key role in supporting language development.

The school will:

- provide translated materials where possible





- use interpreters when needed
- encourage home language use
- support access to learning at home

10. Equality, inclusion and accessibility

Introduction

EAL provision must reflect the school's commitment to equality and inclusion. All pupils have the right to access learning and feel valued.

Provision is:

- inclusive
- differentiated
- accessible

No pupil is disadvantaged due to language.

11. Safeguarding

Introduction

Safeguarding is central to all school practice. For EAL learners, additional care must be taken to ensure that language barriers do not compromise safety. This reflects the school's duties under the Equality Act 2010.

Staff must ensure:

- pupils have appropriate and accessible means to communicate concerns, and that language barriers do not prevent disclosure
- support is provided where needed

All concerns are reported in line with safeguarding procedures.

12. Roles and responsibilities

Clear roles ensure accountability and consistency across the school.

Headteacher / DSL

- oversee safeguarding and implementation

SENDCo / EAL Lead

- coordinate provision





- monitor progress

Teachers

- deliver inclusive teaching
- assess and adapt

Support Staff

- provide targeted support

13. Monitoring, evaluation and impact

Introduction

Ongoing monitoring ensures that provision remains effective and responsive. Leaders maintain oversight to ensure consistency and quality.

Monitoring includes:

- pupil progress
- Flash Academy data
- pupil voice
- staff feedback

Impact includes:

- improved communication
- increased confidence
- engagement in learning

Leaders ensure that EAL provision is not only planned but consistently implemented through regular monitoring, staff training and review. As a result, pupils develop increased confidence, improved communication skills and greater engagement with learning and school life.

14. Linked policies

Introduction

EAL provision does not operate in isolation and must be understood within the wider policy framework.





Policy

This policy links to:

- Safeguarding and Child Protection Policy
- Behaviour and Relationships Policy
- SEND Policy
- SEMH Policy
- Equality and Accessibility Policy
- CEIAG Policy

15. Summary statement

At Storyybrook, EAL provision is:

- inclusive
- relational
- responsive

It ensures that pupils:

- feel safe and understood
- develop communication and confidence
- access learning successfully
- engage positively with their future





Appendix 1. Staff training guide: EAL in practice (Storyybrook)

Purpose

This guide ensures all staff understand how to:

- support EAL pupils effectively
- maintain safeguarding
- align with the SEMH relational model

Core principle

At Storyybrook, communication comes after safety.

Regulate → Relate → Repair → Reflect

What this looks like in the classroom

1. Before Learning (Regulate & Prepare)

Staff should:

- greet pupils warmly and clearly
- use simple, consistent language
- provide visual timetable / structure
- pre-teach key vocabulary

Example:

- Show images for maths, break, writing
- Model: “Now we are doing writing”

2. During learning (relate & support)

Staff should:

- use short, clear instructions
- model tasks step-by-step
- check understanding (not just “Do you understand?”)
- provide talk opportunities

Instead of:

“Do you get it?”





Use:

“Show me what to do”

“Tell me one thing”

3. Language support strategies

All staff should routinely use:

- visuals (pictures, symbols)
- gestures and modelling
- repetition and rephrasing
- sentence stems

Example:

- “I think ____ because ____”
- “This is a ____”

4. Supporting SEMH + EAL together

Staff must:

- prioritise regulation before language
- allow processing time
- recognise that:
 - silence ≠ understanding
 - behaviour may = communication

Key reminder:

A dysregulated pupil cannot access language.

5. Safeguarding Considerations

Staff must ensure:

- pupils can express:
 - needs
 - worries
 - discomfort





Use:

- visuals for emotions
- simple check-ins
- alternative communication

Always ask:

“Can this child tell me if something is wrong?”

6. Use of Flash Academy (if and when appropriate)

Staff should:

- use for targeted vocabulary and language development
- link classroom learning to Flash activities
- encourage home use

7. What You Should See

In a strong classroom, you will see:

- visuals used naturally
- pupils talking and interacting
- staff modelling language
- calm, consistent communication
- inclusive participation

Quick Staff Checklist

All staff should confidently state:

I use visuals and modelling

I keep language clear and simple

I check understanding properly

I support talk and interaction

I prioritise regulation first

I consider safeguarding in communication





Appendix 2. EAL provision map (tiered support following Storyybrook's graduated approach)

Tier 1: Universal provision (All Classrooms)

Who?

All pupils (including EAL learners).

What?

High-quality teaching with EAL strategies embedded.

Includes:

- visual supports
- modelling and scaffolding
- structured talk opportunities
- vocabulary pre-teaching
- language-rich environment

Evidence/ monitoring:

- lesson observations
- planning
- pupil engagement

Tier 2: Targeted Support

Who?

Pupils needing additional support (e.g. developing English)

What?

Small group / targeted intervention

Includes:

- Flash Academy personalised programmes
- vocabulary groups
- structured speaking activities
- additional adult support





Evidence/ monitoring:

- intervention records
- Flash Academy data
- teacher assessment

Tier 3: Intensive / Individual Support

Who?

Pupils who are:

- new to English
- experiencing significant barriers
- or have overlapping SEND/SEMH needs

What?

Individualised, highly adapted support

Includes:

- personalised learning plans
- 1:1 support where needed
- communication support strategies
- multi-agency involvement

Evidence:

- EHCP / SEND plans
- progress reviews
- safeguarding considerations

Key Features Across All Tiers

- Safeguarding embedded
- SEMH-first approach (regulation → language)
- High expectations
- Inclusive practice





Progression Pathway

Stage	Description
New to English	Relies on visuals, gestures, modelling
Developing	Beginning to use simple English
Expanding	Increasing independence in language
Fluent	Fully independent use of English across the curriculum, with the ability to explain, reason and participate confidently.

