



English as an Additional Language (EAL) Policy

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1. Introduction

This policy outlines how Fable House, an independent special school, supports students for whom English is an Additional Language (EAL). It reflects our commitment to equality, inclusion, and high-quality provision that recognises the intersection of EAL needs with special educational needs and/or disabilities (SEND).

We recognise that students who are learning English as an additional language are not inherently less able. However, they may require targeted, carefully differentiated support to access the curriculum, demonstrate their learning, and develop social communication within the school community.

2. Aims

We aim to:

- Ensure EAL students are fully included in all aspects of school life

- Support students to develop functional and academic English alongside their cognitive, emotional, and communication needs
- Remove language barriers to learning, assessment, and wellbeing
- Value students' home languages, cultures, and identities
- Work in partnership with families and external professionals

3. Legal and Regulatory Context

This policy is informed by:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice (2015)
- Independent School Standards (ISS)
- Keeping Children Safe in Education (KCSIE)
- Ofsted/EQI inspection frameworks

EAL students are protected under the Equality Act as having a characteristic linked to race and ethnicity, and reasonable adjustments must be made to ensure equitable access.

4. Definition of EAL

A student is considered to have EAL if:

- English is not their first language, and
- They are exposed to one or more other languages at home or in their community

EAL may be a temporary or long-term need and may coexist with SEND, including speech, language and communication needs (SLCN), autism spectrum condition (ASC), learning difficulties, or social, emotional and mental health needs (SEMH).

5. Identification and Assessment

5.1 Admission

On admission, the school gathers information through:

- Parent/carers questionnaires and discussions
- Admission assessments and observations
- Review of previous school records, EHCPs, and professional reports
- Use of interpreters where required

5.2 Ongoing Assessment

EAL students are assessed through:

- Baseline language and communication assessments
- Ongoing tutor observation
- Progress against individual targets (IEPs/EHCP outcomes)
- Curriculum-based assessments with appropriate adjustments

Language acquisition is carefully distinguished from learning difficulties wherever possible.

6. Provision and Support

6.1 Teaching and Learning

All tutors are teachers of EAL. Strategies include:

- Differentiated instruction and scaffolding
- Visual supports, symbols, and multi-sensory approaches
- Pre-teaching and overlearning of key vocabulary
- Use of first language where appropriate to support understanding
- Modelling language structures and functional communication
- Additional adult support

6.2 Targeted and Specialist Support

Where needed, students may receive:

- Small-group or individual language intervention
- Speech and Language Therapy (SaLT) input
- Support from EAL-trained staff
- Adapted communication approaches

Support is proportionate, time-limited where appropriate, and reviewed regularly.

7. Curriculum Access and Inclusion

EAL students:

- Access the full curriculum wherever possible
- Are not withdrawn from subjects unnecessarily
- Are supported to participate in enrichment activities, trips, and social opportunities
- Provided with resources which align with their home language and culture

8. Roles and Responsibilities

Headteacher

- Promote an inclusive ethos
- Ensure staff training and appropriate resourcing
- Oversee implementation of the policy
- Ensure compliance with statutory duties and ISS
- Monitor the effectiveness of EAL provision

SENDCo

- Coordinate EAL provision alongside SEND support
- Ensure EAL needs are reflected in EHCP outcomes
- Liaise with external professionals

Class Teachers and English Lead

- Track progress and adapt provision
- Provide support for tutors with planning where needed

Tutors

- Plan and deliver inclusive, differentiated lessons
- Foster positive relationships and inclusive learning environments
- Implement strategies and interventions
- Support communication and language development
- Provide feedback on student progress

Parents and Carers

- Share information about language use at home
- Engage with school communication and reviews
- Support learning in partnership with the school

9. Training and Professional Development

Staff receive training on:

- EAL strategies in specialist and SEND contexts
- Language development and bilingualism
- Cultural competence and anti-discriminatory practice
- Trauma-informed and attachment-aware approaches where relevant

10. Partnership with Parents and External Agencies

The school:

- Uses interpreters or translated materials where needed
- Communicates clearly and accessibly with families
- Works with SaLTs, educational psychologists, local authorities, and EAL specialists

11. Monitoring and Review

The effectiveness of EAL provision is monitored through:

- Student progress data and case reviews
- Lesson observations and learning walks
- Student and parent voice
- Annual policy review

12. Policy Review

This policy will be reviewed annually or sooner if required due to changes in legislation, guidance, or school context.

Links with Other Policies

SEND Policy

Student Equality Policy

Admissions Policy