

# BRIDGEWATER SCHOOL

WORSLEY, MANCHESTER

M28 2WQ

## **WHOLE SCHOOL POLICY FOR ENGLISH AS AN ADDITIONAL LANGUAGE**

**SCOPE:** This policy covers all pupils attending Bridgewater School, including those in EYFS and any using the school's Early and Late Clubs.

### **Introduction**

At Bridgewater School the teaching and learning, achievements, attitudes and well-being of all of our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

A number of our children have particular learning and assessment requirements that are linked to their progress in learning English as an additional language.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

### **Aims and objectives**

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and Race Relations (Amendment) Act 2001 and Equality Act (2010).

### **Identification**

Students who potentially require EAL support take a baseline assessment to identify their needs. The Head of Learning Support and Deputy Head (academic) are responsible for co-ordinating the delivery of appropriate support.

### **Teaching and Learning**

The Head of Learning Support and Deputy Head (academic) support class teachers in developing strategies to meet the needs of EAL. Where appropriate, we aim to give those children learning English as an additional language a number of sessions with an appropriately qualified HLTA each week. They may be withdrawn from certain lessons in order to

concentrate more fully on relevant aspects of English. They are taught in groups of no more than six.

These students will have an EAL pupil profile outlining their current level of English and strategies for staff to use to support them.

The Form or Class teachers liaise closely with the EAL support in order to provide continuity, relevance and reinforcement for the pupils.

Teachers help children who are learning English as an additional language by various means:

- developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

- ensuring access to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, video or audio materials, dictionaries and translators.

### **Dedicated Support**

Where practical, students are withdrawn from some curriculum lessons for individual or small group support from an appropriately qualified Teacher or Teaching Assistant. Students at Key Stages 4 and 5 may be advised to prepare for the International English Language Test (IELT) or GCSE English as an Additional Language in lieu of English Language GCSE if the latter qualification is not appropriate.

**Reviewed by the Head Teacher and Senior Management Team – February 2026**