

POLICY TITLE	English as an Additional Language (EAL) policy
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DETAILS OF POLICY UPDATES

DATE	DETAILS

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1 Evidence informing this policy

Policies at Tute are informed by evidence.

Key evidence informing this policy includes, but is not limited to:

- Equality Act 2010
- Children and Families Act 2014
- Public Sector Equality Duty (section 149, Equality Act 2010)
- National Curriculum in England: Framework Document (for references to EAL support)
- DfE Proficiency in English Scale
- Education Endowment Foundation (EEF): *Best evidence on supporting students with EAL*
- Bell Foundation: research and resources on EAL assessment and inclusion

2 Introduction

At Tute Education, we are committed to ensuring that all pupils, regardless of their linguistic background, have equal access to a broad and balanced curriculum. We recognise that pupils who speak English as an Additional Language (EAL) may require tailored support to achieve their full potential. This policy outlines how we support EAL pupils in their academic and personal development, fostering an inclusive learning environment where all students feel valued and empowered.

We acknowledge that multilingualism is a strength, and we aim to build on students' existing language skills to enhance their confidence and academic progress.

3 Purpose and aims

The purpose of this policy is to establish a framework for identifying, assessing, and supporting students for whom English is an additional language. Our key aims at Tute Education are to:

- To ensure that all EAL students are fully included in the Tute's community and have equitable access to the curriculum.
- To provide high-quality teaching that support language acquisition alongside subject knowledge.
- To develop students' confidence in speaking, listening, reading, and writing in English while valuing their home language(s) and cultural heritage.
- To work in partnership with partners, parents and carers to support their student/child's language development and engagement.
- To promote staff awareness and understanding of the needs of EAL pupils, ensuring that effective strategies are embedded in teaching and learning.

4 Statutory requirements

As an online education provider, Tute is committed to ensuring appropriate educational and welfare provision for pupils for whom English is an Additional Language (EAL).

Tute will ensure that our curriculum is broad, balanced, and inclusive, providing EAL pupils with the necessary support to develop English language proficiency while fully engaging in learning. We recognise that multilingualism is a strength and are committed to creating an environment where students can access learning while developing their English skills.

In delivering EAL provision, we have regard to guidance issued by the Secretary of State, ensuring content is age-appropriate, accessible, and aligned with national standards. As a provider commissioned by schools and local authorities, Tute must meet the following legal requirements to ensure the fair and inclusive delivery of education:

- The Equality Act 2010, which requires us to eliminate discrimination, advance equality of opportunity, and foster good relations between pupils with different linguistic backgrounds.
- The Public Sector Equality Duty (Section 149 of the Equality Act 2010), which requires us to have due regard for the needs of EAL learners and ensure they are not disadvantaged due to language barriers.
- The Children and Families Act 2014, which ensures that education providers meet the needs of all learners, including those who require additional language support.
- The National Curriculum in England, which highlights the need to support EAL learners in developing English proficiency while ensuring access to subject learning.
- The DfE Proficiency in English Scale, which sets out expectations for assessing EAL pupils' language development and progress.
- The Online Education Accreditation Scheme (OEAS) Standard 6.13, which requires that education providers have clear policies on the educational and welfare provision for pupils with EAL.

In addition, as an online provider, we must ensure that:

- EAL support is accessible to all students, including those with Special Educational Needs and Disabilities (SEND).
- Online learning environments are inclusive, with strategies in place to support language acquisition, differentiation, and engagement.
- Partners, parents/carers are informed and engaged, ensuring they understand how their child's language development is supported within an online setting.

In line with our safeguarding policy, we recognise that EAL students may face additional vulnerabilities when it comes to understanding or reporting safeguarding concerns. We ensure that safeguarding information is accessible and that staff remain alert to the potential impact of language barriers. Where necessary, we work in partnership with commissioners to ensure that concerns involving EAL learners are managed in a way that promotes understanding, safety and inclusion.

At Tute Education, we implement this EAL policy to ensure language development, curriculum accessibility, and student well-being, supporting our diverse and multilingual learning community.

5 Definition

Government defines EAL learners as:

A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.’ (DfE Schools, Pupils and their Characteristics July 2020).

6 Key principles for second language acquisition:

We acknowledge that:

- Language development is a gradual process requiring consistent support.
- Maintaining and developing students' home languages contributes positively to cognitive development and English proficiency.
- An inclusive curriculum that reflects diverse cultures and languages enhances learning outcomes for all students.

7 EAL teaching and learning

To support EAL learners, we will:

- Employ strategies such as scaffolding, visual aids, and collaborative learning to facilitate access to the mainstream curriculum.
- Set high expectations for all students, recognizing the potential of EAL learners.
- Organize classrooms to encourage language development through interactive and participatory activities.
- Challenge higher-achieving EAL students with advanced tasks to promote continued growth.
- Plan lessons that integrate language objectives with content objectives.
- Utilise EAL assessments to inform instruction and provide targeted support.

8 Planning, monitoring and evaluation for EAL

Our approach includes:

- Setting clear targets for both language and academic achievement.
- Regularly observing and tracking student progress to adjust support as needed.
- Maintaining detailed records of assessments, interventions, and outcomes.

- Incorporating EAL considerations into curriculum planning across all subjects.

9 Roles and responsibilities

9.1 Senior Leadership Team (SLT)

- Policy oversight - Ensure the EAL policy is implemented, reviewed annually, and updated in line with statutory requirements and best practices.
- Staff training - Oversee professional development to ensure all staff are confident in supporting EAL learners.
- Resource allocation - Ensure the provision of appropriate tools, digital resources, and CPD for staff to support EAL learners effectively.

9.2 Head of Teaching and Learning (HOTL)

- Consistency and curriculum alignment: Ensure EAL strategies are integrated into the Tute curriculum and that subject specialists apply inclusive teaching strategies.
- Parent and carer engagement: Share resources with partners, parents, and carers to support home learning.
- Withdrawals and exemptions: Manage any requests related to assessment adjustments for EAL learners in partnership with schools.

9.3 Assistant Head of Teaching and Learning – Curriculum (AHTLC)

- Inclusion and accessibility oversight: Ensure that EAL students receive appropriate support to access the curriculum alongside their peers.
- Student well-being: Support staff in identifying any pastoral or well-being concerns related to EAL learners, including cultural or social barriers to learning.
- Parental engagement: Work with parents and carers to ensure effective communication, providing resources in home languages where possible.
- Collaboration: Liaise with the SEND Coordinator to ensure that any EAL students with additional needs receive appropriate support.
- Staff training: Provide CPD and guidance on inclusive teaching strategies for EAL students.

9.4 SEND coordinator

- EAL and SEND intersection: Ensure that EAL students with additional learning needs are correctly identified and supported through tailored interventions.

- Assessment and differentiation: Support teachers in understanding the difference between EAL learning needs and SEND, ensuring appropriate interventions.
- Collaboration: Work with the Assistant Head of Teaching and Learning – Inclusion to provide holistic support to EAL learners who may require additional assistance.

9.5 Teachers

- Plan and deliver lessons using strategies that support EAL learners while maintaining academic challenge.
- Create a classroom environment that values linguistic diversity and encourages EAL students to contribute confidently.
- Differentiate materials and scaffold learning to ensure EAL students can access subject content at their current level of proficiency.
- Ensure teaching is inclusive, avoids bias, and supports EAL students in understanding UK culture and educational expectations.
- Identify and report any learning, language, or inclusion concerns to the Assistant Head of Teaching and Learning – Inclusion or SEND Coordinator where appropriate.

9.6 Students

- Participate actively in lessons, using English as much as possible while feeling valued for their home language.
- Self-advocacy: Ask for support when needed and use available tools (e.g., glossaries, sentence starters) to aid learning.
- Respectful learning environment: Contribute to an inclusive atmosphere where all students, regardless of language background, feel encouraged to express themselves.

10 Links with other policies

This policy links to the following policies:

- Curriculum policy
- Inclusion policy
- Assessment policy

- SEND policy
- Safeguarding policy

11 Annual review

This policy will be reviewed on an annual basis.