



Greenfields School
English as an Additional Language
(EAL)
2025-2026

Mission Statement:

We aspire to prepare young people for the future by providing a sustainable outstanding educational experience where all pupils realize, pursue, and achieve their full potential, enabling them to thrive as adults.

Policy Statement:

- Ysgol Greenfields support and actively promote diversity; and understand that all of our Pupils will arrive at school with a unique set of linguistic experiences and skills, including bilingualism and English as an Additional Language. The holistic development of communication is a key focus at Ysgol Greenfields, and this incorporates individual linguistic differences.
- UNCRC Article 29: I have the right to speak my own language and to follow my family's way of life

Implemented	By Whom	Last Review	By Whom	Next Review
September 2025	C.Singh	September 2025	R. Redman	September 2026

Document History (last 3 versions)			
Date of Issue	Version No.	Person(s) responsible for change	Nature of Change
10/09/25	1	R. Redman	Review and amendment

1. Scope and Aims

1.1 Ysgol Greenfields aims to:

- Promote equal opportunities for bilingual pupils and those with EAL.
- Deliver a broad, balanced curriculum that meets the needs of EAL learners.
- Help EAL pupils reach their full potential.
- Identify and support language and communication needs.
- Use individualised approaches to communication.
- Assess pupils appropriately to identify needs.
- Remove curriculum barriers and support vocabulary development.
- Provide cultural and linguistic learning experiences.
- Use inclusive resources to support language development.
- Offer therapeutic support throughout school life.
- Develop functional vocabulary.

1.2 Supporting EAL Pupils

Ysgol Greenfields supports EAL pupils by:

- Focusing on academic achievement based on cognitive ability, not English proficiency.
- Encouraging development of first languages, including British Sign Language.
- Providing age-appropriate, culturally relevant resources.
- Using visuals and strategies to aid curriculum access.
- Working closely with parents to support learning.
- Offering bilingual information and support for school events.
- Celebrating multilingualism and linguistic diversity.
- Collaborating with external agencies like Gwent Ethnic Minority Service (GEMS).

1.3 Inclusive Curriculum and Strategies

Effective language learning happens through collaboration between teachers, clinical teams, assistants, pupils, and parents.

Strategies include:

- A “communication for all” approach.
- Consistent use of visuals.
- Celebrating cultural diversity.
- Group work and speaking/listening opportunities.
- Verbal support and peer assistance.
- Bilingual resources (e.g. dictionaries, bilingual staff, key word lists).
- Structured writing and reading support.
- Use of preferred language during activities.
- Regular progress monitoring and assessment.
- Therapeutic and speech/language support.
- Word-aware teaching strategies.
- Accessible texts with images and symbols.
- Differentiated planning using bilingual resources.

1.4 Monitoring and Review

This policy is reviewed annually or as needed based on school requirements.

1.5 Legislative Framework

This policy aligns with:

ALN Code of Practice Wales 2021

UN Convention on the Rights of the Child 1991

Data Protection Act 1998

Children Act 2004

Education Act 2002

Head teacher:	Creslyn Singh	Date:	10 th September 2025
Deputy Head:	Rhys Redman		10 th September 2025