



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

<b>Implemented</b> September 2025	<b>By Whom</b> C.Singh	<b>Last Review</b> March 2026	<b>By Whom</b> R. Redman	<b>Next Review</b> March 2027
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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
12/03/26	2	Creslyn Singh	Reviewed

*This policy aligns with the ALN Code (Wales) 2021, the Equality Act 2010, the UNCRC, the Independent School Standards (Wales) Regulations 2024, and Welsh Government EAL guidance.*

**Mission Statement:**

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

**Policy Statement:**

- Greenfields support and actively promote diversity; and understand that all of our Learners 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 Greenfields, and this incorporates individual linguistic differences. Where feasible, key documentation will be provided in the parent/carer's preferred language using translation services.
- UNCRC Article 29: I have the right to speak my own language and to follow my family's way of life

Under the Equality Act 2010, language is recognised as a characteristic that requires protection from discrimination. Greenfields School ensures that EAL learners are not placed at a disadvantage due to language acquisition needs.

EAL learners with SEMH needs may experience additional communication barriers. Staff ensure emotional regulation strategies, visual supports and trauma-informed approaches are integrated into EAL support

**1. Scope and Aims**

The Greenfields Curriculum incorporates values drawn from the Curriculum for Wales Four Purposes, supporting multilingual learners to become confident communicators and ethical, informed citizens.

**1.1 Greenfields aims to:**

- Promote equal opportunities for bilingual learners and those with EAL.
- Deliver a broad, balanced curriculum that meets the needs of EAL learners.
- Help EAL learners reach their full potential.
- Identify and support language and communication needs.
- Use individualised approaches to communication.
- Assess learners 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 Learners

Greenfields supports EAL learners by:

- Focusing on academic achievement based on cognitive ability, not English proficiency.
- Encouraging development of first languages, including British Sign Language.
- Assessment focuses on cognitive potential, prior learning and linguistic strengths — not solely English proficiency.
- 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).

Learners will be exposed to Welsh language vocabulary and local cultural knowledge as part of Greenfields' commitment to Cymreictod and local identity.

Any safeguarding concerns involving EAL learners will follow the Wales Safeguarding Procedures (2019). Language barriers will never prevent disclosures, and interpreters will be accessed when required.

## 1.3 Inclusive Curriculum and Strategies

Effective language learning happens through collaboration between teachers, clinical teams, assistants, learners, 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.

The ALNCo monitors progress of bilingual learners with ALN, ensuring language needs are distinguished from Additional Learning Needs in line with the ALNET Act.

### 1.3 Assessment and Identification

#### 1.3.1 Identification and Assessment

1.3.1.1 bilingual learners are identified during admission through language questions and previous educational records.

1.3.1.2 Initial language proficiency is assessed using the Welsh Government EAL Proficiency Framework (A–E scale).

1.3.1.3 Learners’ English proficiency levels are reviewed termly and recorded on BehaviourWatch.

1.3.1.4 Individual learning targets are set through IDPs / one-page profiles where applicable.

1.3.1.5 Assessment focuses on cognition and prior learning, not just English level.

### 1.4 Monitoring and Review

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

- Termly analysis of EAL learner outcomes is included in the SEF
- Findings inform the School Development Plan (SDP).
- The Responsible Individual (Proprietor) receives termly updates.

### 1.5 Legislative Framework

- ALN Code for Wales (2021)
- Equality Act 2010
- Welsh Government, *Education for All: EAL Guidance*
- UNCRC (Articles 12, 29, 30)
- Wales Safeguarding Procedures (2019)
- Data Protection Act 2018 / UK GDPR

<b>Headteacher:</b>	Creslyn Singh	<b>Date:</b>	22 <sup>nd</sup> October 2025
<b>Proprietor:</b>	Rob McConomy	<b>Date:</b>	22 <sup>nd</sup> October 2025