



Fairfield House School

English as an Additional Language (EAL) Policy

Policy Date: March 2026

Review Date: March 2027

Policy Written by: Head Teacher

Applies to : All staff

Contents

1. Introduction
2. Aims
3. Understanding EAL in a SEND Specialist Setting
4. EAL, EHCP Outcomes and Communication Support
5. Supporting Pupils with EAL
6. Teaching and Learning Approaches
7. Supporting Language Development Across the Curriculum
8. Working with Parents and Families
9. Roles and Responsibilities
10. Monitoring and Review
11. Appendix A – Teaching Strategies for Supporting Pupils with EAL

1. Introduction

Fairfield House School is committed to providing an inclusive and supportive learning environment where all pupils can access the curriculum and develop the skills needed for communication, independence and participation in the wider community.

Some pupils attending the school may speak English as an Additional Language (EAL). These pupils may also have Special Educational Needs and Disabilities (SEND), including autism, communication difficulties and associated learning needs.

The school recognises that pupils with EAL may require additional support to develop their understanding and use of English while continuing to value and respect their home language and cultural background.

This policy outlines how Fairfield House School supports pupils with EAL so they can access learning and develop the communication skills needed to participate successfully in school life and beyond.

2. Aims

The aims of the EAL policy are to:

- promote equality of opportunity for pupils with English as an Additional Language
- ensure that pupils with EAL can access the curriculum and participate fully in school life
- support pupils in developing communication and language skills in English
- recognise and value pupils' home languages and cultural backgrounds
- provide appropriate support so that pupils can develop confidence and independence

3. Understanding EAL in a SEND Specialist Setting

At Fairfield House School, pupils with EAL may also have complex learning needs or communication difficulties. Staff therefore carefully consider the interaction between language development and pupils' special educational needs.

Some pupils may:

- already have strong literacy skills in another language
- be new to English with limited understanding of spoken language
- have limited literacy skills in any language
- have additional communication needs linked to autism or other learning needs

Staff work to ensure that EAL needs are considered alongside pupils' EHCP outcomes and individual learning plans.

4. EAL, EHCP Outcomes and Communication Support

For many pupils at Fairfield House School, language development and communication needs are identified within their Education, Health and Care Plans (EHCPs). Where pupils also have English as an Additional Language, staff carefully consider how language learning interacts with their identified special educational needs.

Support strategies are therefore tailored to the individual needs of pupils and may include:

- personalised communication strategies
- the use of visual supports or alternative communication systems
- structured language modelling by staff
- additional support to develop understanding of key vocabulary
- opportunities for pupils to develop communication through practical and meaningful activities

Staff work closely with parents, carers and external professionals where appropriate to ensure that communication support is consistent and effective.

The aim is to ensure that pupils develop functional communication skills that support their learning, independence and participation in everyday life.

5. Supporting Pupils with EAL

The school supports pupils with EAL by:

- ensuring pupils are included in classroom learning alongside their peers
- providing visual and practical learning experiences to support understanding
- using clear language and structured routines
- adapting teaching materials where appropriate
- providing additional support for communication where needed

Where appropriate, staff may also seek advice from external professionals to ensure pupils receive appropriate support.

6. Teaching and Learning Approaches

Teaching approaches used to support pupils with EAL may include:

- the use of visual supports such as pictures, diagrams and objects
- modelling language and communication
- repetition and reinforcement of key vocabulary
- opportunities for structured speaking and listening
- practical activities that support understanding of new concepts

These approaches help pupils develop language in meaningful contexts.

7. Supporting Language Development Across the Curriculum

Language development is supported across all areas of the curriculum.

Staff support pupils by:

- modelling clear and consistent communication
- encouraging pupils to express their ideas through speech, symbols or alternative communication systems
- introducing and reinforcing key vocabulary related to learning activities
- providing opportunities for pupils to develop communication through practical and collaborative learning

Language development is supported through everyday interactions as well as structured learning activities.

8. Working with Parents and Families

Fairfield House School recognises that parents and carers play an important role in supporting pupils' language development.

The school aims to:

- maintain clear communication with parents and carers
- support families in understanding how they can help their child's learning
- respect and value the use of home languages

Where appropriate, translated information or additional support may be provided to ensure parents can engage fully with school life.

9. Roles and Responsibilities

Headteacher

The Headteacher is responsible for:

- ensuring that pupils with EAL receive appropriate support
- ensuring staff are aware of the needs of pupils with EAL
- supporting staff in developing inclusive teaching practices

Staff

All staff are responsible for:

- supporting pupils' language development
- adapting teaching approaches where necessary
- creating an inclusive and supportive learning environment

10. Monitoring and Review

The effectiveness of the EAL provision will be monitored through:

- pupil progress and engagement in learning
- feedback from staff and parents
- review of individual pupil needs

This policy will be reviewed regularly to ensure it continues to meet the needs of pupils attending Fairfield House School.

Appendix A – Teaching Strategies for Supporting Pupils with EAL

Staff at Fairfield House School use a range of strategies to support pupils with English as an Additional Language while ensuring that learning remains accessible and meaningful.

Visual and Practical Supports

- using visual timetables and symbols to support understanding
- using pictures, objects and real-life materials to introduce new concepts
- providing visual prompts to support communication
- demonstrating tasks through modelling and practical examples

Communication Support

- using clear and simple language
- repeating key vocabulary and instructions
- allowing additional time for pupils to process information and respond
- encouraging pupils to communicate using speech, gesture, symbols or alternative communication systems where appropriate

Developing Vocabulary

- introducing and reinforcing key vocabulary linked to learning activities
- displaying key words with visual supports
- encouraging pupils to practise new words through structured activities

Collaborative Learning

- providing opportunities for pupils to work with peers
- encouraging discussion and interaction within structured activities
- modelling appropriate communication and social interaction

Supporting Understanding

- breaking tasks into smaller steps
- checking pupils' understanding regularly
- providing additional explanations or demonstrations when needed

Valuing Home Languages

- recognising and valuing pupils' home languages and cultural backgrounds
- encouraging pupils to share aspects of their language and culture where appropriate
- working with parents and carers to support communication and understanding

