



LAURUS
TRUST

English as an Additional Language Policy - Secondary

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Date of Review: April 2026

Date of Next Review: July 2027

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Introduction and mission statement

According to the Department for Education, the term EAL (English as an Additional Language) is used to refer to a student that is '*exposed to a language at home that is known or believed to be other than English.*' (DfE Schools, Pupils and their Characteristics July 2020).

At the Laurus Trust we recognise that language is central to an individual's identity. Our students and staff should feel that all languages in their linguistic repertoire are respected and celebrated instead of feeling at a disadvantage for being multilingual.

As a Trust we recognise that EAL students' needs will be individual, and some of them will require full support to access the curriculum to enable them to achieve their full potential. The provision of this support fulfils the requirements of the Equality Act of 2010 which seeks to promote Equality of Opportunity and to eliminate discrimination. This document aims to set out the Trust's aims, objectives, processes and strategies with regard to the identification and support of EAL students.

Statement of aims and commitment

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the Trust.
- To ensure that all students with EAL feel safe and know that they are valued.
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To be able to assess the skills and needs of students with EAL and to provide for their needs in the classroom setting and broader school life.
- To help students with low proficiency in English to improve their English language skills and become confident in using them.
- To monitor students' progress systematically and use the data to inform classroom management, and curriculum planning.
- To implement Trust-wide strategies to ensure that teaching staff have realistic expectations of EAL students and they provide them with the appropriate support to access the curriculum.
- To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor students with EAL, seeking support from external agencies where appropriate.

Context and terminology

Greater Manchester's population speaks over 150 languages besides English, a diversity mirrored in our schools. Our EAL students speak more than 45 different languages, showcasing the region's rich cultural and linguistic variety.

The DfE's definition of EAL includes a wide variety of students with very different needs. For this reason, at the Laurus Trust we use the term EAL+ to refer to those students who are still developing their English skills and require a significant amount of support to access the curriculum.

Key principles for second language acquisition

At the Laurus Trust, we are committed to preventing language attrition/loss by recognizing and valuing the diverse linguistic backgrounds of our students. While English is the primary language of instruction, we understand that it may not be the only language spoken at home. We firmly believe that using a different language at home does not hinder the acquisition of English. In fact, maintaining and nurturing the home language is essential for developing bilingualism and biliteracy, which helps prevent language loss.

For young people who have moved to a new country, language loss can be particularly challenging. A student's native language is an integral part of their identity, emotional well-being, and cultural connection. Losing this language can lead to feelings of isolation, confusion, and a disconnect from family and heritage. Additionally, it can hinder their academic progress, as proficiency in their first language is critical for cognitive development, communication, and self-expression.

We recognise that limited English proficiency does not reflect a lack of ability or literacy in a student's native language. We embrace and value a student's cultural and linguistic background since it is key to fostering their self-esteem and ensuring a successful integration into the school community. Our schools are dedicated to promoting and celebrating linguistic diversity in our curriculum. We value all languages, dialects, accents, and cultures equally, in alignment with the Trust's Single Equality Policy. By doing so, we ensure that every student feels valued and supported on their journey toward bilingualism, academic success, and personal growth.

Identification

EAL students are typically identified through the admissions process, which follows two main routes:

- For whole-year admissions, such as the transition from Year 6 to Year 7, the pastoral and SEND teams collaborate with external professionals and primary schools to identify potential EAL students. Once identified, the Literacy and EAL teams work together to assess the student's English proficiency and determine if support is needed based on the assessment

results.

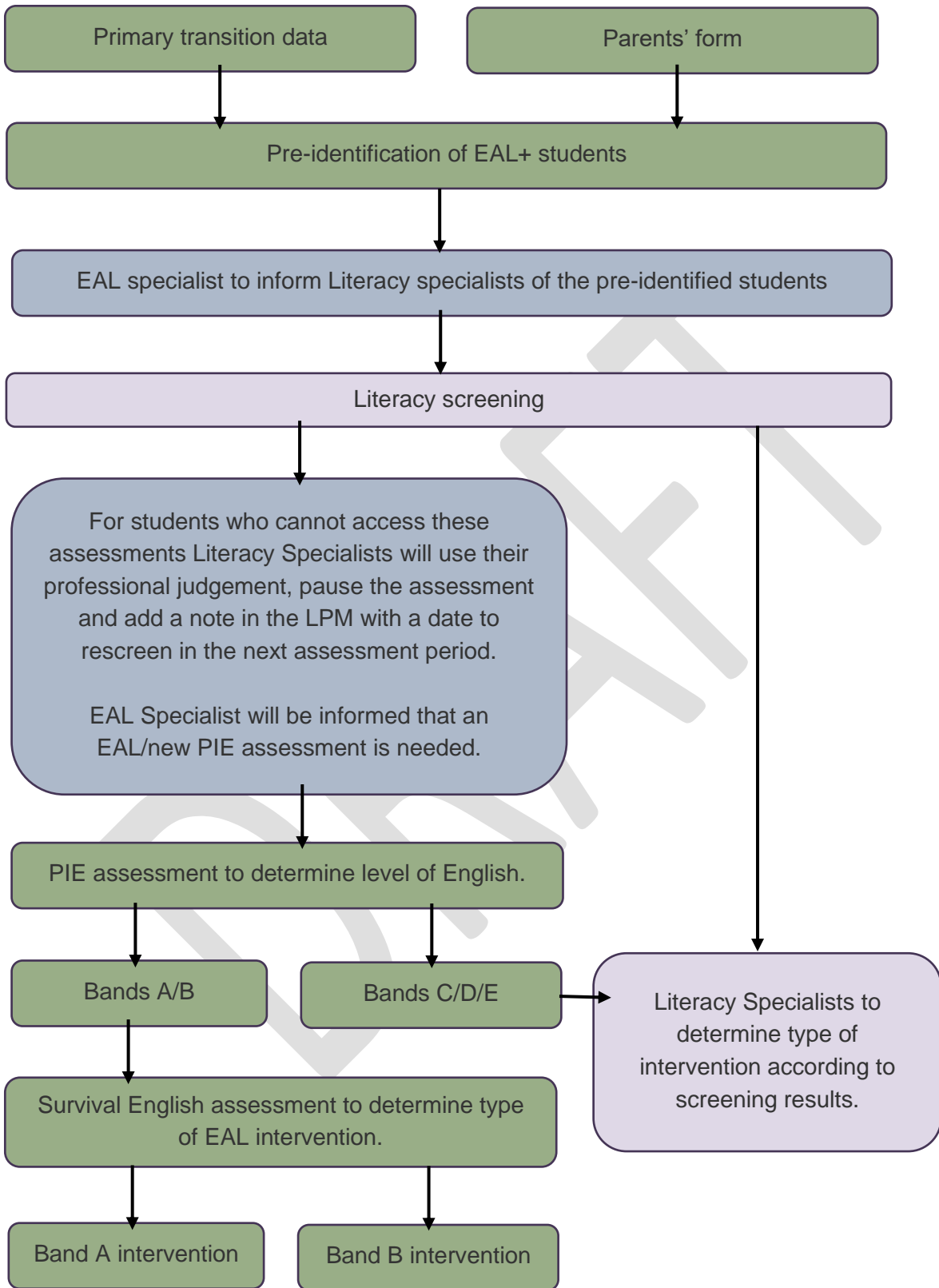
- For in-year admissions, the pastoral team meets with the student and their parents or carers. After this meeting, the Literacy and EAL teams are informed and assess the student's English proficiency, following a similar process to whole-year admissions.

In both scenarios, the EAL team, consisting of the Trust EAL Specialist and trained EAL assessors, is responsible for evaluating the student's needs.

If a student, parent, carer, or teacher suspects that a student may be an EAL student but has not yet been identified, this concern will be taken seriously and promptly addressed. The appropriate teams will assess the situation and take necessary steps to ensure the student receives the support they need.

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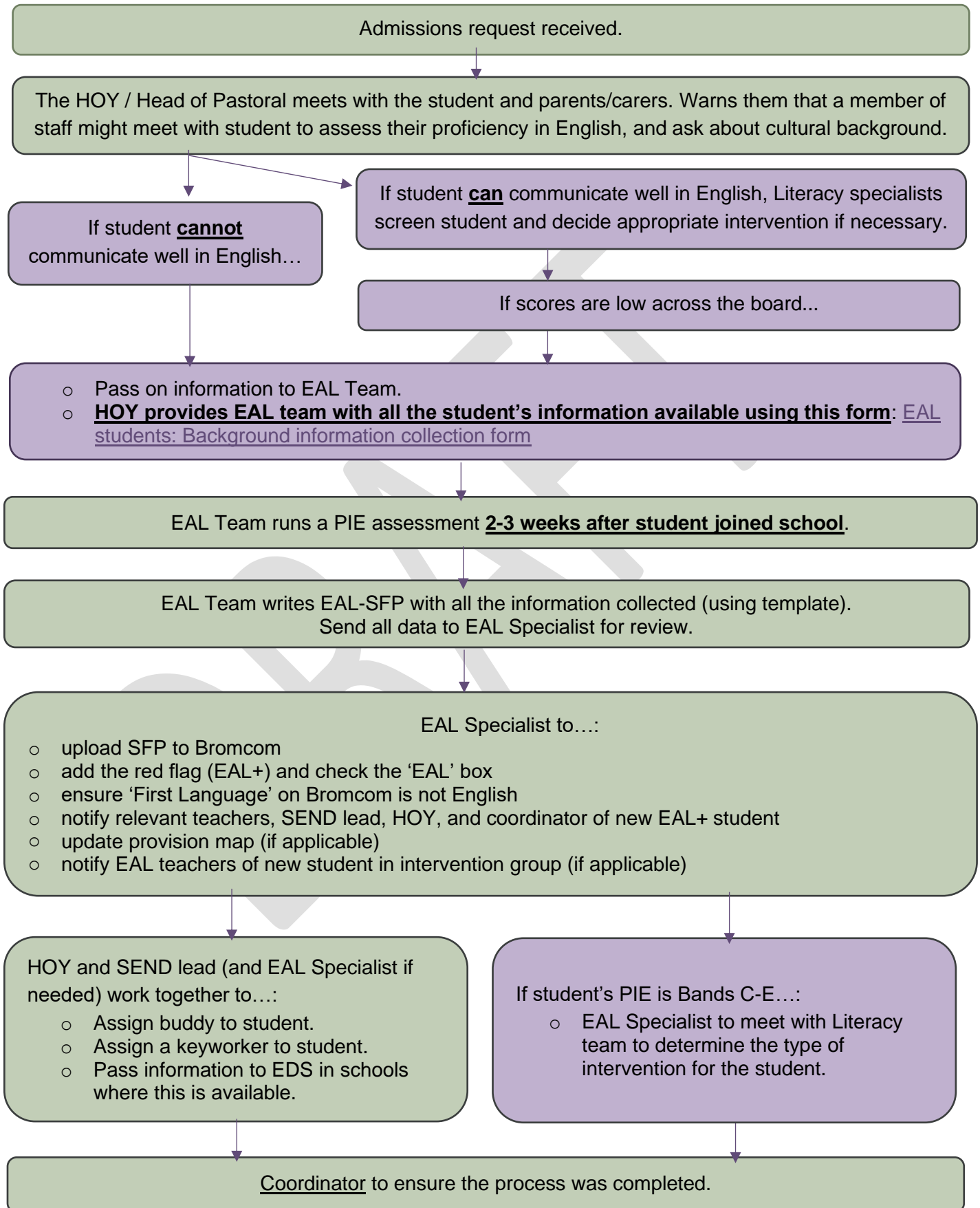
Year 7 whole-group screening



July / Early Sept

October

Process for in-year admissions of EAL students



Assessment and monitoring of progress

At the Laurus Trust we assess EAL+ students using the Bell Foundation’s assessment framework for secondary schools which uses five band levels to measure the language proficiency of EAL+ learners:

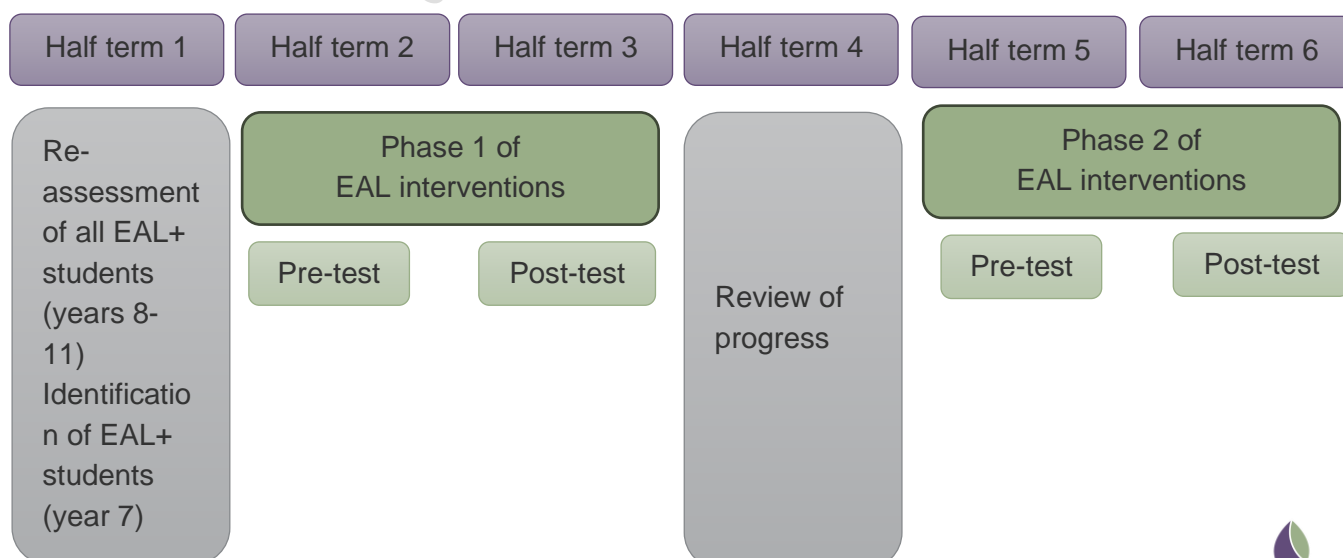
- Band A (New to English)
- Band B (Early Acquisition)
- Band C (Developing Competence)
- Band D (Competent)
- Band E (Proficient)

These bands assess skills in listening, speaking, reading, and writing. Each band reflects the learner's ability to use English in academic contexts, with Band A indicating minimal proficiency and Band E indicating near-native competence. The framework will be used by the relevant staff to monitor progress and provide targeted support for language development.

Once assessment results are obtained, along with background information about the EAL+ student, this data will be shared with the teaching staff. It will guide teachers in differentiating instruction and setting appropriate expectations for progress.

The assessment process typically takes 1-3 weeks after the student joins the school, allowing time for them to settle. EAL+ students will be placed in language-rich classrooms to ensure their access to the curriculum is not unnecessarily limited, and they receive the necessary support to thrive. Depending on the student's needs, the pastoral team may pair them with a buddy, who might speak the same language, to help ease their transition.

To further support their English language development, students will be placed in intervention groups as needed, with more details on interventions provided in the intervention section. Support for each student is regularly reviewed and adjusted based on their evolving needs and progress. Students are re-assessed in September-October before interventions begin, and those in intervention groups during the first half of the school year will be re-assessed in February, with adjustments made to their support as required.



EAL teaching and learning

Teachers will adjust their expectations to align with each EAL+ student's individual capabilities. While academic progress is important, the well-being and sense of safety of the students—particularly those in Bands A and B—will be the top priority. We understand that many EAL+ students are navigating the challenges of adapting to a new language, culture, and education system, which can be overwhelming. Therefore, it is our responsibility to foster a safe and supportive environment where they feel comfortable. As students' language skills develop, teachers will gradually increase their academic expectations.

Expectations, teaching strategies, classroom organisation, and lesson planning will be tailored to each student's level of English proficiency. Teachers have access to a variety of resources and strategies designed for each Band, based on both proficiency level and the five principles of EAL pedagogy:

- Multilingualism as an asset
- High expectations with appropriate support
- An integrated focus on language and content
- Effective and holistic assessment
- Social inclusion

In line with the Department for Education's recommendations, we do not withdraw EAL+ students from mainstream lessons. Instead, we promote an inclusive environment where all students and teachers serve as language role models for EAL+ students. This approach ensures that EAL+ students have continuous opportunities to develop their English skills as an integral part of their daily classroom experience. Teachers will differentiate their teaching methods, lesson activities, learning resources, and homework (when applicable) to accommodate the diverse English proficiency levels of EAL+ students in the class.

To support all staff—teaching, support, and pastoral—in developing awareness and practical expertise in addressing the challenges faced by EAL+ students, they will have access to CPD courses and/or regular training sessions run by the Trust EAL Specialist. These will focus on understanding the difficulties EAL+ students encounter, as well as strategies for helping them overcome these challenges.

Language use in class

It's natural for multilingual students to speak in their first language for comfort or clarity. However, from a safeguarding perspective, teaching staff will remain alert to the potential for inappropriate, unsafe, or bullying language that they cannot understand.

Situation	Action
Students casually speaking another language	Teacher to allow, monitor, and gently encourage English use in shared settings
Students appear to be hiding something or being unkind	Teacher to ask neutrally what was being said and observe body language
Suspected safeguarding issue	Teacher to speak with DSL, consult bilingual staff/interpreter
Ongoing exclusion or concerns	Teacher to record, raise with leadership, possibly contact parents

Interventions

As outlined in the identification section, the Literacy team evaluates the needs of EAL+ students in Bands C, D, or E and invites them to join intervention groups that best match their needs. These students possess a sufficient level of English proficiency to benefit from the interventions provided by the Literacy team.

EAL+ students in Bands A or B have lower levels of English proficiency and are therefore unable to access the Literacy interventions. Instead, they are referred to EAL interventions. Each student's case is considered individually by the EAL, Literacy, and occasionally the Pastoral teams.

There are two primary EAL interventions: one for Band A students and another for Band B students. In exceptional cases, there may also be a Band C group. These interventions are led by each school's Inclusion and Intervention Specialist, other trained staff members, and, in some cases, the Trust EAL Specialist, who oversees the overall provision.

All intervention groups are divided into two phases: October to February, and February to June. In October and February, the EAL and Literacy teams collaborate to review the progress of all EAL+ students and adjust their support as needed.

The scheme of work for these interventions aims to equip students with essential everyday vocabulary and grammar. It also connects learning to other school subjects, helping students build a strong linguistic foundation that supports their broader academic development and enhances their ability to apply language across various disciplines.

These interventions aim to create a supportive space where students can take a break from the overwhelming demands of academic English, especially for those with lower proficiency. One key strategy used is translanguaging, which allows students to use both their home language and English to enhance learning. Translanguaging is a pedagogical approach where students fluidly switch between languages, helping them understand and communicate more effectively. This approach helps bridge the gap between their everyday language and academic content. Research has shown that translanguaging improves comprehension, cognitive processing, and language development, while reducing stress. It fosters greater confidence, engagement, and academic performance, as

students feel empowered to use all their linguistic resources. Ultimately, translinguaging supports more inclusive and effective learning experiences for diverse language learners.

Resources

Each school will be responsible for providing EAL+ students with essential resources to support their learning. This includes dictionaries, dual resources, iPads, and/or translation devices, ensuring students have access to tools that aid their language development. These resources are designed to enhance students' understanding and participation in lessons by helping them bridge language barriers. Schools are expected to equip students with the appropriate tools based on their individual needs, facilitating their academic success and promoting greater inclusion in the learning environment. The provision of these resources is essential for fostering an effective and supportive learning experience.

The Trust EAL Specialist will oversee and regularly update a comprehensive resources bank that is accessible to all staff across the Trust. This resource bank will include a wide range of materials, tools, and strategies designed to support EAL+ students at various stages of language development. It will feature resources created and tested by EAL specialists and experienced EAL teachers, ensuring that they are practical and effective for diverse student needs. Additionally, some of the strategies and materials in the resource bank are published or endorsed by well-respected institutions such as Oxford University Press, Cambridge University Press, the British Council, The Bell Foundation, and other reputable organisations.

These carefully selected resources are designed to equip teachers with the most effective, research-backed strategies for supporting EAL+ students. The Trust EAL Specialist will ensure that the resources remain up-to-date, relevant, and aligned with the latest educational research and best practices. Staff will have easy access to these materials, enabling them to implement tailored support strategies that enhance language development and academic achievement. By providing these high-quality resources, the Trust aims to foster an inclusive and supportive learning environment for all EAL+ students.

Planning, monitoring and evaluation for EAL

Refer to:

- Target-setting – curricular and linguistic
- Observing, tracking, monitoring
- Record-keeping
- Curriculum planning

Special Educational Needs

At the Laurus Trust, we recognize that Special Educational Needs (SEN) and EAL are distinct, though they may overlap in some cases. SEN refers to students who have learning difficulties or disabilities that hinder their ability to access the curriculum. These may include conditions like dyslexia, autism spectrum disorder, or physical disabilities. SEN students require tailored support to meet their unique learning needs.

On the other hand, EAL refers to students who speak a language other than English at home and may struggle with language proficiency. EAL students may face challenges in understanding and using English in a school setting, but these difficulties are not necessarily related to cognitive or developmental delays. Their struggles are primarily language-based, not indicative of broader learning difficulties.

However, we acknowledge that some students with EAL may also have SEN. When this is suspected, the Laurus Trust follows a collaborative and thorough process to identify all the student's needs. The Trust's EAL Specialist works closely with the relevant SEND leads to ensure a comprehensive assessment. This team approach allows for the identification of both language barriers and potential learning difficulties, ensuring that no aspect of the student's needs is overlooked.

As part of this process, teachers and parents are consulted to gather insights into the student's progress, behaviour, and challenges both at school and home. These perspectives are invaluable in providing a holistic understanding of the student's needs.

Additionally, the Trust may conduct a first-language assessment, with support from a native speaker of the student's first language. This helps to determine if the issues the student faces in English also appear in their first language, providing further clarity on whether the difficulties are language-based or indicative of a broader SEN concern. By using these multiple approaches, the Laurus Trust ensures that the right support is provided, tailored to the student's specific requirements, whether related to EAL, SEN, or both.

Communication with parents/carers

During the admissions process, a member of the Pastoral Team will meet with the family/carers to establish the most effective methods of communication. This meeting will help determine whether parents/carers can communicate fluently in English and identify any additional communication needs.

The school will build a positive and trusting communication relationship with parents/carers in order to understand the student's cultural, linguistic, and educational background. This information will ensure that appropriate support can be planned and provided where necessary.

The school's primary language of communication is English. However, the school will make every reasonable effort to accommodate the family's/carers' linguistic preferences. This may include the use of translation technologies, support from bilingual staff members, or—where financially viable—

accessing interpreter services.

The Trust EAL Specialist will continue to research and explore effective strategies to support communication with families/carers, ensuring practice remains responsive, inclusive, and evidence-based.

Key responsibilities and staff development

The Trust EAL provision is overseen and managed by the Trust EAL Specialist in collaboration with the Trust Directors of Inclusion. This ensures a cohesive and strategic approach to supporting students with EAL.

Each school within the Trust has a dedicated EAL team that includes a leadership link, a SEND link, EAL assessors who assist during the admissions process, and EAL teachers (Intervention and Inclusion Specialists or other trained staff members) who lead interventions designed to ensure targeted support.

While not formally part of the EAL team, both the Pastoral and Literacy teams work closely with the EAL team to provide holistic support to EAL students. The collaboration ensures that students receive comprehensive care across various aspects of their education, addressing their emotional, social, and academic needs.

To further enhance the quality of EAL provision, teachers receive continuous professional development (CPD). This training equips them with the skills and knowledge necessary to deliver high-quality teaching and learning, benefiting not only EAL students but also the broader school community by fostering an inclusive learning environment.

Equality Impact Statement

Names and title of people involved with this assessment	Rachel Robinson Assistant Trust Director of Inclusion
Impact assessment carried out with regard to identified characteristics	<input checked="" type="checkbox"/> Race <input checked="" type="checkbox"/> Disability <input checked="" type="checkbox"/> Sex <input checked="" type="checkbox"/> Age <input checked="" type="checkbox"/> Religious Belief <input checked="" type="checkbox"/> Sexual Orientation <input checked="" type="checkbox"/> Gender Reassignment
Summary of any issue/proposed changes	Revised New Policy
Date	April 2026
Date of next review	April 2027



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