

ALP Sittingbourne

English as an Additional Language Policy

April 2026





Statement:	
This statement was approved:	
This statement will be reviewed:	

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1. Rationale

At ALP Sittingbourne, we celebrate the diversity of our learners and recognise the value of multilingualism. Many of our students speak more than one language, and we acknowledge and promote the use of community languages within our school.

We are committed to ensuring that the teaching, learning, achievement, attitudes, and well-being of all learners are supported. We encourage every student to achieve the highest possible standards by taking into account their individual life experiences and needs.

Some learners have specific learning and assessment requirements linked to their development of English as an Additional Language (EAL). While these learners may have skills and knowledge comparable to monolingual English speakers, their ability to fully access the curriculum may be limited by their current level of English proficiency.

2. Aims

The aim of this policy is to ensure that ALP Sittingbourne meets the full range of needs of learners with EAL.

We aim to:

- Provide equal access to the curriculum for all learners
- Promote high standards of achievement and inclusion
- Value and build upon learners' linguistic and cultural backgrounds
- Support the development of spoken and written English
- Enable learners to become confident, independent users of English
- Support learners in becoming active and responsible citizens

This policy aligns with the principles of equality and inclusion as outlined in relevant legislation, including the Race Relations Acts.

3. Principles of EAL Provision

At ALP Sittingbourne:

- EAL learners are entitled to full access to the curriculum
- Language development is the responsibility of all staff
- Learners' first languages are valued and used as a resource
- EAL learners may require additional support but are not seen as having a deficit
- Learning is personalised to meet individual needs

4. Teaching and Learning Strategies

We support learners with EAL through:

Developing Spoken and Written English

- Teaching both everyday and subject-specific vocabulary
- Explicitly teaching idioms, metaphors, and technical language
- Displaying key vocabulary in classrooms
- Modelling spoken and written English across subjects
- Providing varied reading materials
- Creating structured opportunities for discussion
- Using talk to support writing development

Building on Existing Language Skills

- Encouraging transfer of skills between languages
- Valuing and incorporating home languages
- Drawing on learners' cultural and linguistic experiences

Supporting Understanding

- Using visuals, modelling, and scaffolding
- Breaking down complex language
- Repeating and reinforcing key concepts

5. Curriculum Access

All learners at ALP Sittingbourne follow a **bespoke curriculum** tailored to their individual needs and interests.

- EAL learners access the same curriculum as their peers
- Work is differentiated rather than simplified
- Support may include:
 - Adapted texts and materials
 - Visual aids and ICT resources
 - Audio and video materials
 - Dictionaries and translation tools
 - Readers or scribes where appropriate

Where possible:

- A Learning Support Assistant (LSA) who speaks the learner's first language may be deployed
- LSAs work collaboratively with teachers to support access within lessons

6. Assessment

EAL learners are assessed to track their development in English proficiency.

- We use **NASSEA assessment steps** (as recommended by EAL Advisory Services)
- Assessment focuses on:
 - Speaking
 - Listening
 - Reading
 - Writing
- Learners identified as "New to English" are:
 - Assessed regularly
 - Monitored on a half-termly basis
 - Given targeted support and interventions

Assessment outcomes are used to:

- Inform planning and teaching strategies
- Set appropriate targets
- Monitor progress over time

7. Roles and Responsibilities

Senior Management Team (SMT)

- Ensure EAL provision is effective and compliant
- Monitor progress and outcomes
- Allocate resources appropriately

Teachers

- Plan inclusive lessons
- Adapt teaching to meet EAL needs
- Monitor progress and provide feedback

HLTAs / LSAs

- Provide targeted support in lessons
- Support language development
- Work collaboratively with teaching staff

8. Equality and Inclusion

ALP Sittingbourne is committed to:

- Promoting equality of opportunity
- Eliminating discrimination
- Valuing diversity

We ensure:

- No learner is disadvantaged due to language barriers
- Cultural and linguistic diversity is respected and celebrated
- Resources are free from bias and stereotyping

9. Monitoring and Review

This policy will be:

- Reviewed annually as part of the school's self-evaluation process
- Updated in line with statutory guidance and school priorities

Monitoring includes:

- Tracking EAL learner progress
- Reviewing the effectiveness of interventions
- Gathering feedback from staff and learners