



CHISLEHURST SCHOOL FOR GIRLS

Policy Document

Policy Name: EAL POLICY 2026-27

Date of Last Review: October 2026

Date of Next Review: October 2027

Most Recent Updates: June 2025

P3: reference to Prevent Strategy

P4: Curriculum & Welfare – reference to teaching of controversial topics.

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Other Staff Contribution: Ms J. O'Donnell (EAL Co-ordinator)

EAL Policy 2026-2027

We believe that the linguistic diversity of Chislehurst School for Girls is a strength of the school. Multilingual students have a valuable contribution to make towards the school community.

Statement of Intent:

To raise the achievement of all students that speak English as an additional language in the school by helping to remove any barrier (emotional, cultural, social, academic or linguistic) to learning.

To welcome all students and make them feel that CHSFG is their school (inclusion).

EAL Objectives

- To enable teachers to implement strategies so that EAL students access the curriculum in order to make progress and reach their full potential across the curriculum.
- To enable communication between the school and parents of EAL learners.
- To promote equality of opportunity for EAL learners.
- To respond to the emotional and social needs of EAL students and refugees.

Who are EAL Learners?

English as an Additional Language (EAL) learners are those students for whom English is not their first language. These students may need extra assistance to develop.

Context

EAL students at Chislehurst School for Girls represent 42 different national mother tongues. EAL students make up 17% of the school community. 60% were born in the UK to students that may not speak English. 40% of students were born outside the UK and have varying understanding of English. Our biggest EAL communities in the UK are Tamil, Eastern European and Twi/ Yoruba groups.

Implementation

All subjects in the National Curriculum should promote the literacy of all learners; 'all students should be taught to express themselves clearly in both writing and speech and to develop their reading skills' (Common Requirement).

EAL students are assessed for English language competency upon entry to the school. Induction programme for new students includes the creation of a pupil

profile, a student friendly induction booklet and a buddy who speaks the student mother tongue (if possible).

All teachers should allow students to access resources which are at the appropriate language level and are age appropriate.

All teachers should use visuals and other strategies to promote EAL student's access to the curriculum.

All teachers receive annual specialist training in teaching EAL students in order to develop their pedagogy for EAL learners.

Student profiles are used to allow teachers to access personalised strategies for specific students on staff share point.

Students to use Flash Academy software to enhance the learning of students in lessons and at home.

EAL lead teacher to use Flash Academy for assessment of EAL students English language progress.

EAL students new to the UK given induction programme and help with English language GCSE by an English teacher in a small group setting. Also extra English language support given during form time weekly.

Language competency of EAL learners is monitored as green, amber and red according to the Bell Foundation criteria.

EAL tracking and monitoring against the whole school cohort for progress and simple colour coded tracker used. Data analysis of EAL students at each Assessment Point and shared with staff and governors.

Students that are not yet fluent in English are offered bi-weekly support with EAL teacher to enable them to develop their English Literacy skills.

The progress of EAL students is monitored against the whole cohort to ensure their progress as a discreet group.

Multi-lingual skills and cultural diversity are celebrated in the school through 'Culture Club', Mother Tongue assembly and EAL displays.

Learning Resource Centre hold books in key EAL languages at the school.

Parents of EAL students are engaged and able to access school information.

Parent booklet that explains the English school system, gives key dates and advice on how to support their children at home in key mother tongue languages.

Subject specific vocabulary sheets used to build knowledge of formal academic English in writing and speech.

Development of reading skills at student's level during 5 minutes silent reading at start of lessons.

Classroom displays of key words, grammar, PETAL writing frame and whole school literacy marking policy to build English language skills.

The School Library contains books representing our diverse language community. Chislehurst School for Girls Website is fully translatable and key policies are translated into our core EAL languages.

Cultural trips are run to support knowledge and understanding of British culture.

Students joining the school community from Ukraine and refugee students

Students and their families from Ukraine and other troubled regions will be warmly welcomed by the school community and will be informed about the English education system by a Russian/ Ukrainian language speaker. Students are 'buddied' with students from the UK and Ukraine to ease transition. Students are assessed for their level of English and are given EAL (English as an Additional Language) support in response to this (see above). All refugee students are given access to emotional support where it is needed and this can be provided with a translator. Students are given support to help them continue with extra-curricular activities in line with DfE guidance (Resources to help Children and Young people arriving from Ukraine, 2023). All refugee students are given induction package and senior mentor (Assistant Headteacher) and supported according to need.

Related Policies:

Teaching and Learning Policy 2026-27

SEND Policy 2026-27

Equality and Diversity Policy 2026-27

Admissions Policy 2026-27

