

EAL Policy

2026/2027



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English as an Additional Language Policy (EAL), everyone at Mortimer House School has the right to an outstanding education.

As a Rights Respecting School, our English as an Additional Language Policy has been developed in line with the articles in the UNCRC.

Intention

It is our aim to ensure that every child learns to the best of their ability within the rights-respecting ethos of the school. This policy is a statement of Mortimer House School aims and strategies to ensure that all EAL pupils fulfil their true potential. The school is committed to ensuring that all our learners, including EAL learners, have their needs met and to raise pupil achievement and aspirations.

We aim: To give all pupils the opportunity to overcome any barrier to learning to welcome and value the cultural, linguistic, and educational experiences that pupils with EAL bring to the school whenever possible. To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum. To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential. To encourage and enable parental support in improving children's language skills.

Implementation

Key Principles: we will assist all EAL pupils to become fluent English speakers as quickly as possible. Our children with EAL are entitled to opportunities for educational success that are equal to those of our English-speaking children. Our children with EAL are entitled to the full broad and balanced curriculum programme of study and all their teachers have a responsibility for teaching English as well as other subject content. Well planned lessons in appropriately organised classrooms provide the best environment for acquisition of English by children with EAL. The bilingualism of our children enriches our school and our community. Although many pupils acquire the ability to communicate on a day-to-day basis

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in English quite quickly, to become fully competent in the use of curriculum/academic English is a long process, therefore EAL children require long term support. Having a home language other than English is not a 'learning difficulty'. A clear distinction should be made between EAL and Special Educational Needs (SEN). All languages, dialects, accents and cultures are equally valued.

Strategies to ensure access to the Curriculum

- Referral to external agencies, if necessary
- Initial direct teaching to aid acquisition of English
- Use of bi-lingual resources, eg, dictionaries, on-line support, Key Word lists
- Collaborative group work and peer support
- Enhanced opportunities for speaking and listening
- In-class support
- Additional visual support, eg, posters, non-verbal clues
- The use of writing frames
- Regular feedback from staff
- Access for teaching staff to ICT support materials

A range of resources are used to support a pupil's linguistic development. These include games, differentiated work sheets, keyword lists, bi-lingual dictionaries and computer software.