

**1. SCOPE**

- 1.1 At Indie Education, we are committed to providing a welcoming, inclusive, and learner-centred environment where all young people, including those with English as an Additional Language (EAL), can realise their full potential. We value the cultural, linguistic, and educational experiences that EAL learners bring to our community and recognise multilingualism as a strength. Our curriculum is broad, balanced, and inspiring, designed to empower learners academically, socially, and emotionally, and to foster strong connections with their community and the wider world.

**2. LEGAL FRAMEWORK AND COMPLIANCE PARAGRAPH TEXT ABOUT HEADING.**

- 2.1 This policy is written with due regard to the Independent School Standards (ISS), the Equality Act 2010, and DfE guidance on EAL and inclusion. Indie Education ensures that all EAL learners have access to a curriculum that is ambitious, inclusive, and tailored to individual needs. Paragraph text about subheading.

**3. AIMS**

- 3.1 Ensure all EAL learners have equal access to a broad and balanced curriculum, including the full National Curriculum where appropriate.
- 3.2 Support EAL learners in acquiring the English language skills needed to thrive academically and socially, while valuing and celebrating their home languages and cultures.
- 3.3 Provide a safe, supportive environment where all learners feel a sense of belonging and are empowered to participate fully in college life.
- 3.4 Work in partnership with families, outside professionals, and the wider community to support and develop EAL learners.

**4. IDENTIFICATION AND ASSESSMENT**

- 4.1 On admission, we gather information about each learner's linguistic background and assess their English proficiency using the DfE proficiency scales and the Bell Foundation framework.
- 4.2 This informs individual learning plans (ILPs) and ensures that support is tailored to each learner's needs.
- 4.3 Progress is tracked through regular formative and summative assessment, and ILPs are reviewed termly.

**5. CURRICULUM ACCESS AND CLASSROOM STRATEGIES**

- 5.1 EAL learners are entitled to the full Indie Education curriculum. Teachers plan and deliver lessons that are accessible and engaging, using a range of evidence-based strategies
- 5.2 Visual Supports: Use of images, diagrams, graphic organisers, and real objects to reinforce

meaning and support understanding of key concepts.

- 5.3 Assistive technology: At Indie Education, where every student is allocated a laptop, Microsoft assistive technology and Reading Progress can play a transformative role in supporting EAL learners. Microsoft's built-in tools, such as Immersive Reader, Dictation, and Translator, help break down language barriers by providing real-time translation, text-to-speech, and visual supports. These features enable students to access curriculum content, build vocabulary, and develop reading and listening skills at their own pace.
- 5.4 Reading Progress, integrated within Microsoft Teams, allows EAL learners to practise reading aloud, receive instant feedback on pronunciation and fluency, and track their progress over time. Teachers can assign personalised reading tasks, monitor development, and tailor support to individual needs. Together, these technologies foster independence, boost confidence, and ensure that all learners can participate fully in lessons, regardless of their starting point with English.
- 5.5 Scaffolding: Breaking down tasks into manageable steps, providing sentence starters, writing frames, and model texts to support language development.
- 5.6 Collaborative Learning: Pairing and grouping EAL learners with supportive peers for talk partners, group work, and peer modelling of language.
- 5.7 First Language Use: Encouraging learners to use their home language to support understanding and learning, and valuing bilingualism as an asset.
- 5.8 Explicit Vocabulary Teaching: Pre-teaching key vocabulary, using word banks, and revisiting new words regularly in different contexts.
- 5.9 Clear Instructions: Giving concise, step-by-step instructions, checking understanding, and using gestures or demonstrations where helpful.
- 5.10 Active Participation: Encouraging all learners to contribute through speaking, listening, reading, and writing activities, and providing opportunities for oral rehearsal before writing.
- 5.11 Cultural Relevance: Including texts, topics, and examples that reflect the diverse backgrounds of learners, and celebrating different languages and cultures in the classroom.
- 5.12 Assessment for Learning: Using formative assessment strategies such as questioning, observation, and feedback to monitor progress and adapt teaching accordingly.
- 5.13 Accessible Resources: Providing bilingual dictionaries, translated materials, and digital tools to support independent learning.

## **6. INCLUSION, WELLBEING, AND SMSC**

- 6.1 We foster a culture of mutual respect, tolerance, and celebration of diversity. Our curriculum and enrichment activities reflect the multicultural context of our learners and promote spiritual, moral, social, and cultural (SMSC) development. EAL learners are encouraged to participate in all aspects of college life, including performances, workshops, and community events.

## **7. STAFF DEVELOPMENT**

- 7.1 All staff are equipped with the knowledge and skills to support EAL learners, including understanding the stages of English language acquisition and effective classroom strategies. We provide ongoing professional development and encourage collaborative practice.

## **8. WORKING WITH FAMILIES**

- 8.1 We actively engage with parents and carers, providing clear communication, interpretation services where needed, and opportunities for families to be involved in their child's education. We value the role of families in supporting learning at home, both in English and in the home language.

## **9. EQUALITY, SAFEGUARDING, AND SEND**

- 9.1 We are committed to ensuring that all policies and practices promote equality of opportunity and do not discriminate, directly or indirectly, against EAL learners. Where EAL learners also have SEND or other additional needs, we ensure coordinated support and access to all relevant provision. Safeguarding procedures are robust and inclusive of EAL learners' needs.

## **10. MONITORING AND REVIEW**

- 10.1 This policy will be reviewed annually, or sooner if national guidance changes, to ensure it remains effective and up to date. Feedback from learners, staff, and families will inform ongoing development.

## **11. AUTHORISATION**

- 11.1 This document has been authorised by the Chief Executive Officer.