

Thrive Independent School

EAL (English as an Additional Language) Policy



THRIVE INDEPENDENT SCHOOL

Date of Issue: September 2025

Review Date: September 2026

Why do we exist?

Provide students the opportunity to re-engage in learning. Champion individual pathways to success, fostering confidence, building resilience and developing the knowledge and skills needed to succeed in their next steps of life.

How do we behave?

Work hard. Respect. Grow.

What do we do?

We establish high-performing alternative provisions, which maximise attainment in core areas, value diversity, develop character and build cultural capital.

How Will Students Thrive?

Attendance: Students guided and supported to attend Thrive for full time education.

Curriculum: Access a curriculum which matches abilities of our learners.

Pathways: Aim to provide students with a successful pathway back to mainstream education and further careers.

Policy Statement

Thrive Independent School is committed to providing an inclusive and supportive learning environment for all students whose first language is not English. The school recognises that proficiency in English is essential for students to access the full curriculum, achieve their academic potential and participate fully in the life of the school. This policy sets out the school's approach to identifying EAL learners, providing appropriate teaching and support, monitoring progress and promoting cultural and linguistic inclusion. Thrive Independent School values the home languages of its students and seeks to foster an environment in which students can develop fluency in English while maintaining and celebrating their linguistic heritage. This policy is informed by statutory guidance, including Keeping Children Safe in Education (KCSIE), the Independent School Standards Regulations 2019 and other relevant equality, safeguarding and inclusive education legislation.

Aims of Policy

The primary aim of this policy is to ensure that EAL learners are identified promptly and provided with the support necessary to access all areas of the curriculum effectively. The school aims to ensure that each EAL student's language needs are assessed accurately and addressed through tailored teaching strategies, enabling them to achieve their full academic potential. Thrive Independent School seeks to encourage high expectations and aspirational outcomes for all EAL learners while promoting understanding and respect for linguistic and cultural diversity within the

school community. The policy also aims to equip staff with the professional knowledge, skills and strategies required to support EAL learners effectively, ensuring that teaching and learning is inclusive and responsive to the needs of every student.

Scope

This policy applies to all students at Thrive Independent School for whom English is an additional language, regardless of their current level of proficiency. It encompasses all staff involved in teaching, supporting and assessing EAL learners, including teachers, teaching assistants, support staff and specialists. In addition, the policy applies to governors, parents and volunteers who are engaged in the education, welfare, or enrichment of EAL students, ensuring that all stakeholders work collaboratively to support language development and curriculum access.

Identification and Assessment

Upon admission to Thrive Independent School, all students are screened to identify those whose first language is not English. This initial identification includes gathering information from parents, carers and previous educational institutions, as well as conducting assessments to determine each student's level of English proficiency. The school uses this information to establish individual language support needs, ensuring that appropriate interventions are put in place from the outset. EAL learners are monitored on a regular basis to track their progress in English and across all curriculum areas. This monitoring allows teachers to adjust support and teaching strategies to ensure that each learner receives tailored interventions that address their evolving language needs while maintaining high academic expectations.

Teaching and Support Strategies

Thrive Independent School provides EAL learners with differentiated teaching strategies designed to support the development of English language skills alongside the acquisition of subject knowledge. Teaching approaches include structured one-to-one and small group support, as well as in-class strategies to ensure accessibility for learners of varying proficiency. Lessons are supported by visual aids, scaffolding and modelling of language, while teachers encourage the use of students' first languages when appropriate to support comprehension and confidence. Collaborative learning and peer support are promoted to provide authentic opportunities for language practice and social integration. Staff integrate language objectives into all curriculum areas, ensuring that students are developing English skills while fully engaging with academic content. Support is flexible and responsive, with targeted interventions provided for students who require additional assistance in developing fluency and comprehension.

Curriculum Access and Inclusion

All EAL learners at Thrive Independent School are fully included in lessons and school activities. Teachers ensure that tasks are differentiated to make learning accessible without lowering academic expectations, enabling EAL students to engage meaningfully with the curriculum alongside their peers. The school provides additional language support in ways that avoid unnecessary segregation, ensuring that students remain part of mainstream learning environments wherever possible. The curriculum is delivered in a way that values and celebrates cultural and linguistic diversity and students are encouraged to maintain and develop their home languages alongside English. Through this approach, the school fosters an inclusive ethos in which all students feel respected, supported and able to achieve their full potential.

Monitoring and Assessment

The progress of EAL learners is monitored continuously using both formative and summative assessment methods. Teachers track English language acquisition alongside academic achievement in all subject areas, ensuring that language development does not become a barrier to curriculum access. Guidance is provided to staff on how to record and report the progress of EAL learners for both internal tracking and external reporting purposes. Where necessary, individual learning plans or support plans are developed to target specific language needs and provide structured interventions. This ensures that all learners receive tailored support to address gaps in their language development and maximise their academic achievement.

Staff Training and Professional Development

All teaching and support staff at Thrive Independent School receive regular professional development focused on strategies to support EAL learners effectively. Training covers differentiation, scaffolding, assessment of language skills and cultural competence. Staff are encouraged to collaborate and share best practice in supporting language development and ensuring inclusion across the curriculum. Professional development ensures that staff remain confident and competent in providing high-quality support for EAL learners, enabling them to access learning and achieve academic success.

Parental Involvement

The school maintains strong communication with parents and carers of EAL learners to ensure they are fully informed about progress, teaching strategies and additional support. Where necessary, interpreters or translated materials are provided to facilitate effective engagement. Parents are encouraged to support language development at home, maintain their home language and participate actively in their child's educational journey. This partnership between home and school ensures a consistent approach to language learning and fosters student confidence and achievement.

Roles and Responsibilities

The Headteacher and Senior Leadership Team are responsible for ensuring that the EAL policy is implemented effectively across the school. They provide resources, monitor the effectiveness of support strategies and ensure that EAL learners have equitable access to education. Teachers are responsible for identifying EAL learners, providing appropriate classroom support, tracking progress and liaising with parents to ensure consistent communication and support. Teaching staff are required to implement differentiated teaching strategies, monitor student progress and contribute to the development of individual learning plans where necessary. Support staff deliver targeted interventions and provide additional classroom support to enable learners to access the curriculum successfully.

Policy Review

This policy will be reviewed annually, or more frequently if required by changes in legislation, student needs, or school practice. Feedback from staff, students and parents will be considered in each review to ensure continuous improvement in the identification, support and achievement of EAL learners. This ensures that Thrive Independent School remains compliant with statutory requirements and provides the highest standard of education and inclusion for all students.