



St Mary Redcliffe
and Temple School

English as an Additional Language (EAL) Policy

**for the Induction and Assessment of EAL
and Sanctuary Seeker Students**

Approved by	FGB	Date	July 2026
Last reviewed on	NEW		
Next review due by	July 2027		

1. Aims

We aim to:

- Welcome EAL and Sanctuary Seeker students with a whole school approach, ensuring that we have a carefully considered process for welcoming all new students.
- Acknowledge the cultural, linguistic, and academic needs of EAL and Sanctuary Seeker students, recognising the positive contribution these students can make to our school.
- Positively reflect the EAL and Sanctuary Seeker students' language, culture, and identity throughout the school environment and through an inclusive curriculum which celebrates diversity.
- Ensure that assessment processes and materials enable EAL and Sanctuary Seeker students to demonstrate their knowledge and skills.
- Have high expectations of all learners irrespective of their backgrounds or needs.
- Build partnerships with parents/carers as an essential element of working with newly arrived students.

2. Rationale

- All students arriving in a new school are entitled to the same welcome and induction into life at their new school.
- EAL and Sanctuary Seeker students, particularly those who arrive outside normal admission times, need additional support educationally, emotionally and socially.
- Core agreed procedures should be in place for all EAL and Sanctuary Seeker students.
- Some additional procedures may be necessary in order to ensure students and families from Minority Ethnic backgrounds have the same access to information and support as other parents and students.
- Some EAL and Sanctuary Seeker students and families may be new to the local area and new to the country. They may have a limited understanding of the English language.

3. Key elements of Induction and Assessment Policy

1. Preparing for the new arrival
2. Settling the new student in school
3. Student assessment

1. Preparing for the new arrival
EAL and Sanctuary Seeker student induction flow chart
The Admissions Coordinator will: • Arrange a time/date for parent/carer to meet Head of Year (HoY) for a parent/carer interview and tour of school. • Set a date for the student to start school, ensuring that this is after the parent/carer interview. • Invite the EAL Lead to attend the initial interview if possible. • Inform the EAL Lead if they think the student may be EAL based on the information received from Fair Access Panel e.g. refugee student, or where the school has been given some background information. • Arrange for interpreting support for the meeting if necessary

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Parent/carer interview is carried out on an agreed date and EAL Lead will ensure the initial paperwork is completed. The EAL Lead will: • Complete page 1 of the EAL Student Profile. • Explain to the parents/carers the possible differences in teaching methods between the UK and their home country and discuss our school expectations. • Answer any parental questions and direct them to the school website. Explain and (ideally) show them how the website can be changed to the language of their choice. Direct parents/carers to uniform requirements, school meal arrangements, timetable, school day timings, school holidays, arrangements for trips, and PE and other equipment needs. • Explain the fortnightly timetable (with visuals if possible/necessary) so parents/carers and the student are familiar with how the school 'works'. Explain that the student will receive a personalised timetable on their first day of school.
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EAL Lead shares EAL Student Profile with Tutor and teachers of the student.
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Tutor to discuss the new student's arrival with the tutor group before their start date and practice pronouncing the new student's name correctly. The group learns to say 'welcome' and 'hello' in the appropriate language.
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New student starts school on the agreed date.

2. Settling the student into school
Once the student has been admitted to school. • The tutor group welcomes the student. • The student is introduced to and supported by identified supportive 'buddies' (for 2 weeks, to include learning time, breaktime, and lunchtime – these 'buddies' will ideally have the same first language as the new student). • The student will be grouped with mixed or higher ability students who can be good role models (not SEND groups). • At the end of the first week, the EAL Lead will discuss with the HoY how the student has settled in. • EAL Lead to send a 'reflection email' home to let parents/carers know how their child is settling in and inform them of any issues/particular successes. This email will be sent in their first language, if required, using Google Translate. • A follow-up/second email will be sent by the EAL Lead at the end of students' first term. • A clear timetable will be established by the EAL Lead for any intervention activities. • The EAL Lead will arrange a review meeting with the parent/carer one term after the student's starting term, to discuss the student's integration and possible targets for

progression. The EAL Lead will ensure interpreting support is available for parents/carers if necessary.

3. Student assessment

- After a 'settling-in' period of 2 weeks (suggested), the EAL learner will be assessed and subject teachers asked to provide information on successful progress so far via a 'round robin'. The EAL Lead will establish what support is required.
- Assessment information to be collated by the EAL lead and captured on page 2 of the EAL Student Profile, along with feedback from the student through a short meeting.
- All EAL learners will be assessed to make sure that the best possible progress is being made, and that provision and resources are made available while considering the student's background and prior learning experiences.
- During the ongoing assessment period, the EAL learner should have full access to the curriculum and formative evidence should primarily be obtained from student's responses to curriculum work.
- Ongoing informal (and if appropriate, formal) discussions will take place between the Tutor, EAL Lead, and parents/carers regarding the student's progress.
- Parents/carers will be involved in a formal review meeting after 1 full term to discuss the student's integration, academic progress, language development, and targets. The EAL Lead will ensure interpreting support is available for parents/carers if necessary.
- Student progress will be logged on the school's data system.
- EAL students' English language proficiency levels in Listening, Speaking, Reading and Writing will be reviewed twice in the academic year and support will be reviewed.

4. Assessing EAL Learners

There are additional factors that must be considered when assessing EAL learners, e.g. limited ability in English language may mask abilities in other areas.

Additional background information is required for EAL learners to contextualise assessment data and provide reliable information; the EAL Student Profile is useful in this situation.

Assessments need to be sensitive to the age, language, and culture of the EAL learner, e.g. assessments may be based around culturally unfamiliar experiences.

The school will ensure that all achievements in the acquisition of English, however small, are acknowledged and praised, alongside successes in developing curriculum knowledge.

EAL learners may need Individual EAL Language Plans to support their acquisition of English and access to the curriculum.

5. Equality Impact Assessment

This policy has been assessed for its impact on equality and does not unlawfully discriminate against individuals or groups on the basis of any protected characteristic as defined by the [Equality Act 2010](#).

In developing and implementing this policy, the school has given due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The school is committed to ensuring that this policy is applied fairly and consistently to all members of the school community, taking account of individual needs and circumstances where appropriate.

The Governing Board and Headteacher will monitor the implementation and impact of this policy to ensure it remains compliant with equality legislation and supports the school's commitment to inclusion, diversity, and equal opportunity.