



English as an Additional Language (EAL) Policy and Support Strategy

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Introduction

At Purple Ruler, we serve a diverse and global community of learners. As our curriculum is delivered in English and adheres to UK educational standards, we are committed to ensuring that learners with English as an Additional Language (EAL) are fully supported to thrive in their academic, social, and personal development. Our approach affirms the value of linguistic and cultural diversity, and we aim to remove barriers to participation while fostering an inclusive, supportive, and high-achieving virtual learning environment.

Legal and Educational Framework

Our EAL provision is guided by the principles of equality and inclusion, supported by key legislation and national policy, including:

- The **Equality Act 2010**, which mandates that learners must not be disadvantaged due to language background and must have equal access to education.
- The **SEND Code of Practice**, which acknowledges that while EAL is not a special educational need in itself, some EAL learners may also have SEND, including those with an Education, Health and Care Plan (EHCP).
- The **National Curriculum** and accompanying guidance, which promote inclusive teaching and assessment for all learners.

These principles are embedded in our daily practice, training, and quality assurance processes.

Assessment of Language Needs

To provide appropriate and timely support, Purple Ruler assesses the English proficiency of learners whose first language is not English. When no prior assessment data is available, an initial diagnostic English language assessment is conducted in the first session. This determines the learner's current level in speaking, listening, reading, and writing and informs teaching strategies moving forward.

For learners referred by a Local Authority (LA), the cost of this initial assessment is covered by the LA if previous test data is not available. For privately enrolled learners, the assessment is billed to parents or guardians.

We use ongoing formative assessment to monitor language development and ensure that instruction remains responsive to the learner's progress. Formal learner profiles are not created unless a learner has an EHCP; in those cases, their EAL needs are integrated into their wider support plan.

Assessment results are stored securely in line with our Data Protection Policy and are used solely to guide lesson planning and support provision. They are not shared externally without consent, nor used to categorise or stream learners.

For newly arrived learners with limited or no prior formal education, facilitators provide structured orientation to online learning platforms, establish clear routines, introduce basic academic language, and build foundational understanding of classroom expectations. These learners receive additional reassurance and support as they adapt to the learning environment.

Classroom Integration and Inclusive Practice

EAL learners are fully integrated into mainstream classes. Lessons are planned and delivered in ways that are accessible, differentiated, and culturally responsive. Facilitators adapt language, simplify instructions, model tasks, and use visual and interactive resources to ensure comprehension and participation.

To promote inclusion, we:

- Use consistent lesson structures with clear objectives and expectations.
- Incorporate visual aids, multimedia, and real-time modelling.
- Pre-teach key vocabulary and provide access to bilingual tools or glossaries.
- Break down tasks into manageable steps and offer sentence starters or scaffolded prompts.

Collaborative tasks are used to support social integration and develop conversational fluency. EAL learners are encouraged to participate in discussions, paired work, and group activities that allow them to practise language skills in meaningful contexts.

Facilitators are also encouraged to bring in culturally relevant examples and allow learners to share their backgrounds where appropriate, fostering a learning community that values global perspectives and multilingualism.

Tiered Support Approach

Support for EAL learners is structured according to need:

- **Universal Support:** High-quality inclusive teaching in all lessons, including visual aids, simplified instructions, and language-sensitive planning.
- **Targeted Support:** Additional scaffolding and differentiated tasks, such as sentence frames, visual summaries, or adjusted questions based on English proficiency.
- **Specialist Input:** In cases where a learner has an EHCP or additional diagnosed needs, their language support is integrated into their overall SEND plan.

This tiered model ensures that EAL support is flexible, equitable, and personalised, without requiring separation from the main learning environment.

Assessment and Monitoring

EAL learners are assessed using both formative and summative methods. Where necessary, adaptations are made to ensure that assessments reflect learners' understanding of content rather than their language limitations. This may involve simplifying task instructions, offering additional time, or accepting oral responses in place of written ones.

Purple Ruler works in partnership with schools and local authorities to coordinate access arrangements for exams, including adjustments for EAL learners where permitted. Progress in

both academic subjects and English language development is monitored continuously, with adjustments made to lesson planning and delivery as needed.

Assessment results are used only to support planning and teaching. They are never used to restrict access to learning opportunities or to assign learners to fixed ability groups.

Wellbeing and Cultural Inclusion

EAL learners often face additional social and emotional challenges, particularly in an online setting. Purple Ruler integrates Social-Emotional Learning (SEL) into daily teaching to help learners build confidence, manage emotions, and connect with others. Facilitators are trained to be sensitive to signs of anxiety, withdrawal, or low self-esteem related to language challenges, and to respond with empathy and encouragement.

We actively promote cultural inclusion by inviting learners to share aspects of their home culture in lessons, referencing diverse examples in content, and celebrating key cultural events where appropriate. Multilingualism is recognised as an asset, and learners are encouraged to see their home languages as strengths, not barriers.

Parental Engagement and Communication

Purple Ruler recognises the importance of home-school collaboration. We maintain open and accessible communication with parents and carers of EAL learners, ensuring that updates are delivered in clear and simple English. Where language barriers exist, we work collaboratively with commissioning schools or local authorities to explore additional communication support, such as translated documents.

Families are encouraged to maintain the use of their home language, as this supports both emotional wellbeing and cognitive development. We value parental insights as a key part of the learner's support system.

Staff Training and Development

All facilitators at Purple Ruler receive training in inclusive teaching, including specific strategies to support EAL learners. CPD sessions cover areas such as second language acquisition, cultural sensitivity, effective scaffolding, and formative assessment techniques for EAL contexts. New staff are introduced to EAL guidance as part of their onboarding, and regular training opportunities are provided to ensure up-to-date knowledge and good practice.

Policy Review and Accessibility

This policy is reviewed annually as part of Purple Ruler's quality assurance cycle. Feedback from facilitators, learners, parents, and external partners is considered in each revision. The

policy is available upon request to local authorities, schools, and inspection bodies. It is aligned with current UK legislation, DfE guidance, and emerging best practices in inclusive and online education.

Relevant Policies

Our English as an Additional Language (EAL) Policy is closely aligned with a range of related policies that collectively support our commitment to inclusive, equitable, and high-quality education. These include:

- Curriculum Policy
- SEND and Inclusivity Policy
- Equality and Inclusion Policy
- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Learner Admissions Policy
- Data Protection Policy