



A Place to Grow

Perry Hall Primary School EAL Policy

Document Control Table

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Contents Page

Introduction	4
Aims	4
Curriculum Intent	5
School Context	6
Key Responsibilities	7
Induction of EAL Pupils	8
Inclusion	8
Teaching and Learning	9
Curriculum Access	10
Early Years	10
SEND	10
Assessment	11
Family Support and Involvement	11
Policy Review	11

Introduction

The term EAL is used when referring to pupils where the language spoken at home is not English. This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils. In our school the teaching and learning, achievements, attitudes and well-being of all our children are valued and we encourage and support all of our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. Children who are learning English as an additional language have skills and knowledge similar to monolingual English-speaking children in their home language. As a school, we are learning to recognise and understand the difference between communication skills and language proficiency for all children. For example, a child's ability to participate in the full curriculum may be in advance of their ability to communicate in English.

Aims

The National Curriculum secures entitlement for all children to all areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010 and at Perry Hall Primary School we endeavour to:

- Welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- Help EAL pupils become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- Encourage and enable parental support in improving children's attainment.
- Be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school.
- Monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.
- Maintain pupil's self-esteem and confidence by acknowledging and giving status to skills in their own languages (e.g. through displays and word mats).

Curriculum Intent

The rich diversity of England's culture, society and language, which has evolved over centuries, is reflected in schools. Many pupils arrive at school already speaking more than one language, with English being their second, third or fourth language. This linguistic diversity is accompanied by pupils' diversity in prior exposure to English; prior experiences of schooling, their length of residence in England and their social circumstances. Official figures show a marked increase over the last two decades in the number of pupils who use English as an Additional Language (EAL). There are more than 1.7 million pupils who use EAL in maintained schools in England. This makes pupils who use EAL a key characteristic of student bodies in many schools. Furthermore, if a pupil is identified as using EAL when they start school at 3-5 years old, they will continue be recorded as an EAL user throughout their education and their life.

Bell Foundation (2024)

There is no specific EAL curriculum, instead the DfE expect that effective teaching and learning for learners using EAL happens through the National Curriculum:

4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

4.6 The ability of pupils for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

DfE National Curriculum (2014)

The Teachers' Standards (updated in 2021) state that it is the responsibility of all teachers, whatever their subject, to "adapt their teaching to the strengths and needs of all pupils." Learners who use EAL are mentioned specifically in Section 5: 'Adapt teaching to respond to the strengths and needs of all pupils', but there is relevance to teaching and learning for EAL learners throughout the standards.

Standard 5 states that teachers should:

...have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an Additional Language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

School Context

At Perry Hall Primary School, we recognise and value every pupil's valuable contribution to the rich tapestry of our school. Within our family homes, various languages are spoken and we see bilingualism as a strength, championing a child's ability to speak other languages and building on all pupils' knowledge of other cultures and languages. Moreover, we believe that cultural and linguistic diversity is a rich resource for the whole school.

In line with this commitment, we endeavour to support all EAL learners to access the curriculum and we are dedicated to ensuring that these pupils have access to all learning opportunities, with adapted curriculum materials and resources that cater to their linguistic needs when required. Moreover, diversity, equality, and inclusivity are at the heart of our approach to EAL education. We prioritise creating an inclusive and celebratory atmosphere throughout the school, where every student feels supported and empowered to achieve their full potential irrespective of their starting point.

By implementing this EAL policy, we aim to foster a cohesive and harmonious school community that values and respects the linguistic diversity of all our students. At Perry Hall Primary School, 88 pupils are learning English as an additional language. This includes:

- Punjabi
- Telugu
- Italian
- Fijian
- Gujrati
- Lithuanian
- Hindi
- Romanian
- Arabic
- Polish
- Fula
- Yoruba
- Kurdish
- Urdu
- Igbo
- Tswana
- Bengali

On entry, the following information is gathered about all new pupils using the First Language Assessment Form:

- Linguistic background and competence in another other language(s).
- Previous educational experience.
- Family and biographical background.

Key Responsibilities

All staff have a responsibility to make sure EAL pupils are successfully integrated into all aspects of the school day. The headteacher and governing body will have overall responsibility for the implementation of this policy.

The headteacher will be responsible for:

- Ensuring that those who are teaching or working with pupils with EAL are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Appointing a member of staff to lead on the school's approach to supporting pupils with EAL.
- Providing the EAL lead with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with EAL.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with EAL.

The EAL lead will be responsible for:

- Supporting with the induction of newly arrived pupils and completing a First Language Assessment Form.
- Supporting with the initial assessments of pupils with EAL.
- Providing support and guidance to teachers on effective strategies to assess, plan and adapt learning for EAL learners.
- Securing and providing training to ensure staff development.
- Acting as a consultant to staff on language-related issues and equal opportunity and race equality issues.
- Ensuring continuity of support and maintaining contact with other professionals involved, as well as parents and pupils.
- Working closely with the SENCO to develop individual transition plans tailored to the specific needs of children with additional needs who may also have an EAL need.

All staff members will be responsible for:

- Conducting initial assessments of all new EAL pupils.
- Set targets from the initial assessments and use as effective intervention strategies.
- Ensure all EAL pupils can access teaching and learning across the curriculum with the use of carefully selected interventions.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of pupils with EAL in their classrooms.
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.
- Planning activities that aim to ease pupils' anxieties and make them feel prepared for their next stage of learning.
- Encouraging and supporting pupils to maintain and develop their first language.
- Developing relationships between the school and parents of pupils with EAL.

Induction

When pupils first join the school, they will undertake a timely initial assessment to gauge pupils' English abilities in an informal manner that does not make the pupil feel isolated or inferior. The assessment will be carried out using the First Language Assessment Form.

Initial assessments are carried out under the guidance of the EAL lead. Teachers of the pupil will be given access to the assessment to inform their teaching and lesson planning. The pupil and their parents may view the assessment at any time.

Beyond this, the EAL assessment framework's initial assessment will be carried out by the class teacher or member of support staff linked to the pupil to set initial targets for the pupil.

Inclusion

The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of pupils is the responsibility of the entire school community.
- Diversity will be valued, and classrooms will be socially inclusive.
- Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning and schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.
- Where large groups of pupils with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve pupils' understanding of English.

Teaching and Learning

Teachers and Teaching Assistants have high expectations of all pupils. We understand that pupils who are learning English as another Language are no exception and in most cases that their cognitive ability is in advance of their spoken English.

All our pupils learning EAL have the right to access the National Curriculum and therefore taught lessons that are accessible and purposeful along with their peers in the mainstream classroom. We ensure lessons are planned to develop language skills and use talk as a tool for learning. We also encourage the use of pupils' home language to support their learning and development of English. Staff consider how best to support the learning needs of a bilingual learner including various learning styles. We adhere to achieve the following in all lessons across the curriculum:

- Effective teaching strategies
- Classroom activities have clear learning objectives and use appropriate materials and support to enable learners to participate in lessons.
- Key language features of each curriculum area are identified.
- Enhanced opportunities are provided for speaking and listening and use made of drama techniques and role play as appropriate.
- Additional visual support is provided (e.g. posters, pictures, photographs, objects, demonstration and use of gesture).
- Additional verbal support is provided (e.g. repetition, modelling, peer support).
- Use of collaborative activities that involve purposeful talk and encourage and support active participation.
- Scaffolding is provided for language and learning (e.g. talk frames, writing frames).
- Using accessible texts and materials that support pupil's language/cultural needs (e.g. bilingual books/ artefacts).
- Using accessible texts and materials that suit both children's ages and levels of learning.
- Ensuring that pupils are engaged through visual and interactive teaching.
- Providing support through digital translators.
- Use of buddy system.
- In grouping, pupils are given opportunities to work with pupils with similar cognitive ability, pupils who have developed a good age-appropriate level of English and pupils who speak the same language in the group.
- Use of working wall to support learning of key vocabulary and key concepts.
- Using a range of resources like talk frames, paired activities, writing frames, sentence structure prompts, mind map, bilingual dictionaries, peer support, differentiated activities, key word lists.
- Using home or first language where appropriate and if possible.
- Pupils with EAL who have SEND needs are assessed in their home language where possible to check whether it's SEND or they are still acquiring English.

Curriculum Access

All children in our school follow the curricular requirements of the Early Years Foundation Stage and the National Curriculum. In-class support and small group work is utilised to support the pupil integrate into the classroom environment. Furthermore, children with English as an additional language do not produce separate work but may have extra support linked to their class work from a Teaching Assistant where targeted support is required.

- Teachers will liaise with the TA to discuss small target groups where required.
- The progress of these groups will be regularly assessed and the results and any concerns shared with the class teachers, EAL lead, SENCO and AHTs.
- The EAL coordinator will ensure that good practice is maintained across the school regarding EAL teaching and Learning.

The Early Years Foundation Stage

The EYFS teachers follow the approach above and in addition they help EAL children to reach a good standard in English language by:

- Building on children's experiences of language so that their developing uses of English and of other languages support one another.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Providing class support, where possible, to extend vocabulary.
- Providing opportunities for children to hear their home languages as well as English.
- Providing opportunities for children to develop and use their home language in play and learning to support their language development at home.

Pupils with SEND

A child is not regarded to have SEND solely because their home language is different from the language in which they are taught at school. A proportion of pupils with EAL may have one or more types of SEND and it is imperative that this is identified at an early stage.

Where appropriate, the school will arrange an assessment in the child's first language and SEND support will be decided on an individual basis in the manner outlined within the school's Special Educational Needs and Disabilities (SEND) Policy.

The school will ensure that the parents or carers of a pupil with SEND are not prevented from presenting their views throughout the process and are clearly informed at every stage.

Assessment

All EAL pupils are entitled to assessments as required and are assessed at the same time as other children are. Furthermore, all new arrivals will be given an initial language assessment (Bell Foundation) and ongoing EAL assessment will utilise the Bell Foundation EYFS and Primary assessment tool. Children will be assessed as the following:

- A-New to English/Beginning
- B-Early acquisition/Emerging
- C-Developing competence/Expanding
- D-Competent/Diversifying
- E-Fluent

Targets and interventions will be based on the grade descriptors provided in the assessment.

Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition as some children need longer settling in time and remain in the 'silent period' longer than other pupils.

Subsequent targets set for EAL pupils from their assessments will be appropriate, challenging and reviewed on a regular basis. Planning for EAL pupils incorporates both curriculum and EAL specific objectives. Teachers will make sure that they support EAL children by making sure their lessons are inclusive.

Family Support and Involvement

Liaison with parents is vital to the creation of a strong home and school partnership, which can ensure the development of pupils with EAL. To aid this partnership, the school will:

- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
- Provide interpreters for meetings where possible.
- Ensure the language used in letters to parents is clear and straightforward.
- Where appropriate, have teachers read through the letter with pupils before sending the letter home, to ensure the message is clear.
- Where necessary, ensure translations of school documents are carried out and provided to parents of pupils with EAL.
- Encourage parents to attend parents' evenings and participate in school functions.
- Invite parents to school to help with class activities workshops, key celebration events and school events.
- Encourage parents to become involved with homework.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

Monitoring and Review

This policy will be reviewed on an annual basis, considering feedback from practitioners on the effectiveness of the identified support for transition and in light of changes to the law or statutory guidance.

The next scheduled review date is September 2026.