



EAL Policy

A local school policy for
Polehampton CE Junior, Infant and Nursery School



Version control summary and overview details

Local school policy - This is a policy which the Board of Trustees has delegated to the Local Governing Body to agree on and approve.. - LGBs have minuted that they have approved this policy.	
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Reviewed by (School Lead)	Phil Sherwood, Executive Headteacher
Approved by LGB:	Polehampton LGB
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TKAT vision

We are a family of distinctive schools at the heart of the diverse communities we serve. In line with our Christian ethos, we aspire to excellent learning and pastoral care for pupils and staff and are committed to being open and welcoming to all.

School vision

At Polehampton CE Junior, Infant and Nursery Schools, our vision is "Let your light shine" (Matthew 5:16). Jesus reminded us in Matthew's gospel that we are lights for the world. As we seek to follow him, we can share his light with others and change the world. Supported by our school values of gratitude, friendship, perseverance, forgiveness, honesty and compassion, we seek to help pupils make positive choices in all they do. We follow our Christian values to enable everyone in our school community to let their light shine.

Key areas of note

Please note the following, which will be applicable throughout the policy:

- Any reference to 'everyone' to staff, trustees, local governors and pupils.
- Any reference to 'we' should be read as The Keys Academy Trust.
- Any reference to 'parents' should be read as 'parents, carers and guardians'.

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1. Purpose

- 1.1 At Polehampton and within The Keys Academy Trust, we are committed to ensuring that every pupil, regardless of their first language, has equitable access to a high-quality education and the opportunity to thrive academically, socially and emotionally.
- 1.2 We recognise that speaking English as an Additional Language (EAL) should not be a barrier to achievement. Pupils who are learning English as an additional language bring valuable linguistic, cultural and personal experiences that enrich our school communities. We value multilingualism as a strength and recognise the important role that home languages play in supporting identity, wellbeing and learning.
- 1.3 This policy sets out how the school identifies, supports and monitors pupils with EAL to ensure they develop proficiency in English whilst continuing to value and maintain their first language. Through high-quality teaching, appropriate support and strong partnerships with families, we aim to remove language-related barriers so that all pupils can fully access the curriculum and participate in every aspect of school life.

2. Aims

- 2.1 This policy aims to achieve the following:
- a) Ensure pupils with EAL have full and equitable access to the curriculum and wider life of the school.
 - b) Enable pupils to develop proficiency in spoken and written English while valuing and celebrating their home language(s).
 - c) Promote high expectations for the achievement and progress of all pupils with EAL.
 - d) Ensure language needs are accurately identified, assessed and monitored.
 - e) Provide effective teaching, targeted support and appropriate interventions that enable pupils to flourish academically and socially.
 - f) Equip staff with the knowledge, skills and resources needed to support pupils with EAL effectively.
 - g) Foster an inclusive school environment where linguistic and cultural diversity is respected, celebrated and used to enrich learning.
 - h) Work in partnership with parents, carers and external agencies where appropriate to support pupils' language development and educational progress.
 - i) Monitor the effectiveness of EAL provision to ensure continuous improvement and positive outcomes for pupils.

3. Scope

- 3.1 This policy applies to the Polehampton Schools and covers all pupils identified as having English as an Additional Language (EAL), regardless of their level of English proficiency or length of time in the United Kingdom.
- 3.2 The policy outlines the following:
- a) The identification and assessment of pupils with EAL.
 - b) Roles and responsibilities of staff, leaders and governors.
 - c) Teaching and learning approaches that support language acquisition and curriculum access.
 - d) Assessment, monitoring and review of pupils' progress.
 - e) Partnership working with parents, carers, external agencies and, where appropriate, interpreters.
 - f) Arrangements for newly arrived pupils.

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- g) Equality, inclusion and safeguarding considerations relating to pupils with EAL.

- 3.3 This policy should be read alongside the school's policies on Teaching and Learning, SEND, Assessment, Inclusion, Equality, Admissions and Safeguarding.

4. Definition of English as an Additional Language (EAL)

- 4.1 The Department for Education (DfE) defines a pupil as having English as an Additional Language where:

"A pupil is recorded as having English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency."

Being identified as having EAL does not necessarily indicate that a pupil requires additional support. Pupils' levels of English proficiency vary considerably, and provision will be based on individual need rather than EAL status alone.

- 4.2 The school recognises that pupils with EAL:

- Are not a homogenous group and will have differing experiences, abilities and educational backgrounds.
- May be fluent users of more than one language.
- May acquire conversational English relatively quickly while requiring longer to develop the academic language needed to access the curriculum fully.
- Should not be regarded as having special educational needs solely because they are learning English.

5. Principles

- 5.1 The school believes that:

- Every teacher is a teacher of language and is responsible for supporting pupils with EAL to access learning.
- High-quality classroom teaching is the primary means of supporting pupils with EAL.
- Multilingualism is an asset that should be recognised and celebrated.
- Pupils learn best when they feel valued, included and able to draw upon their existing language knowledge.
- Parents and carers are important partners in supporting children's language development and educational success.
- Appropriate assessment should distinguish between language acquisition needs and potential special educational needs or disabilities.

6. Roles and responsibilities

- 6.1 **Role of the EAL Lead**

The role of the EAL Lead is to ensure the following:

- Compile and update the EAL Register.
- Support colleagues in providing for the needs of EAL pupils.
- Assist with the assessment of newly arrived children and any other EAL children causing concern.
- To monitor progress of children currently being supported using EAL programs.

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- e) Liaise with staff supporting EAL pupils.
- f) Liaise with the Assessment Lead to enable effective monitoring of all EAL pupils.
- g) Co-ordinate and provide CPD on working and supporting EAL pupils.
- h) Disseminate good practice.
- i) Develop and improve resources.

6.2 **Role of the EAL Governor and Local Governing Body (LGB)**

Our EAL governor is noted on our website. Information related to EAL is shared with our governors through meetings with the EAL Lead and also through LGB meetings.

7. Admission and Induction of EAL Children

7.1 The school will ensure that all new pupils are welcomed equally and without discrimination. The school will build positive partnerships with parents. The following procedures are followed:

- a) Parents are given written information detailing procedures and requirements. Where possible, this is given in their home language.
- b) The class teacher and EAL Lead are informed of the new arrival prior to arrival wherever possible.
- c) All relevant information is passed to the class teacher to help the integration process.

8. Assessment

8.1 After a 'settling in' period, we will use the Bell Foundation's EAL Assessment Framework for schools to establish the stage of language acquisition and needs.

8.2 Dependent on the stage of language acquisition a child is at, a bespoke EAL Support Plan might need to be implemented. The plan will identify key targets and provision to ensure the child makes progress.

8.3 Progress is monitored at least every half term in pupil progress meetings for all EAL pupils. Those children on EAL Support Plans will have their targets reviewed at least every half term, where provision and support can be adjusted as needed.

9. Teaching and learning Style

9.1 Teachers use various methods to support children who are learning English as an additional language.

9.2 Spoken and written English is developed in the following ways:

- a) Ensuring that key vocabulary is covered and explained.
- b) Providing children with a range of reading materials, including some dual language books and access to dual language interactive computer packages which exemplify the different ways English is used.
- c) Providing 'talk partners' within class to model how language is used.
- d) Giving children appropriate opportunities for talking and using talk to support writing.
- e) Pictorial cues are displayed during lessons and throughout key areas of the school.

9.3 Ensuring access to the curriculum is achieved in the following ways:

- a) Using texts and materials that suit their ages and learning stages.
- b) Providing support through video and audio materials and dual language dictionaries.
- c) Use home language where appropriate provided by native speakers.

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10. Continuous Professional Development (CPD)

- 10.1 The school recognises the need for the ongoing provision of staff INSET given by the EAL Lead and/or in conjunction with a member of the Local Authority Children's Services Team. The dissemination of best practice takes place with the aim of raising achievement across the school.

11. Resources

- 11.1 The school continues to build a range of materials/resources that are accessible to support the needs of EAL children. The school also has access to the resource bank available through the Local Authority and Trust. The school uses The Bell Foundation, which has a range of resources that support both assessments and the teaching and learning of EAL pupils.

12. Related documents

- 12.1 More information can be found in our 'How we support EAL Learners' appendix.

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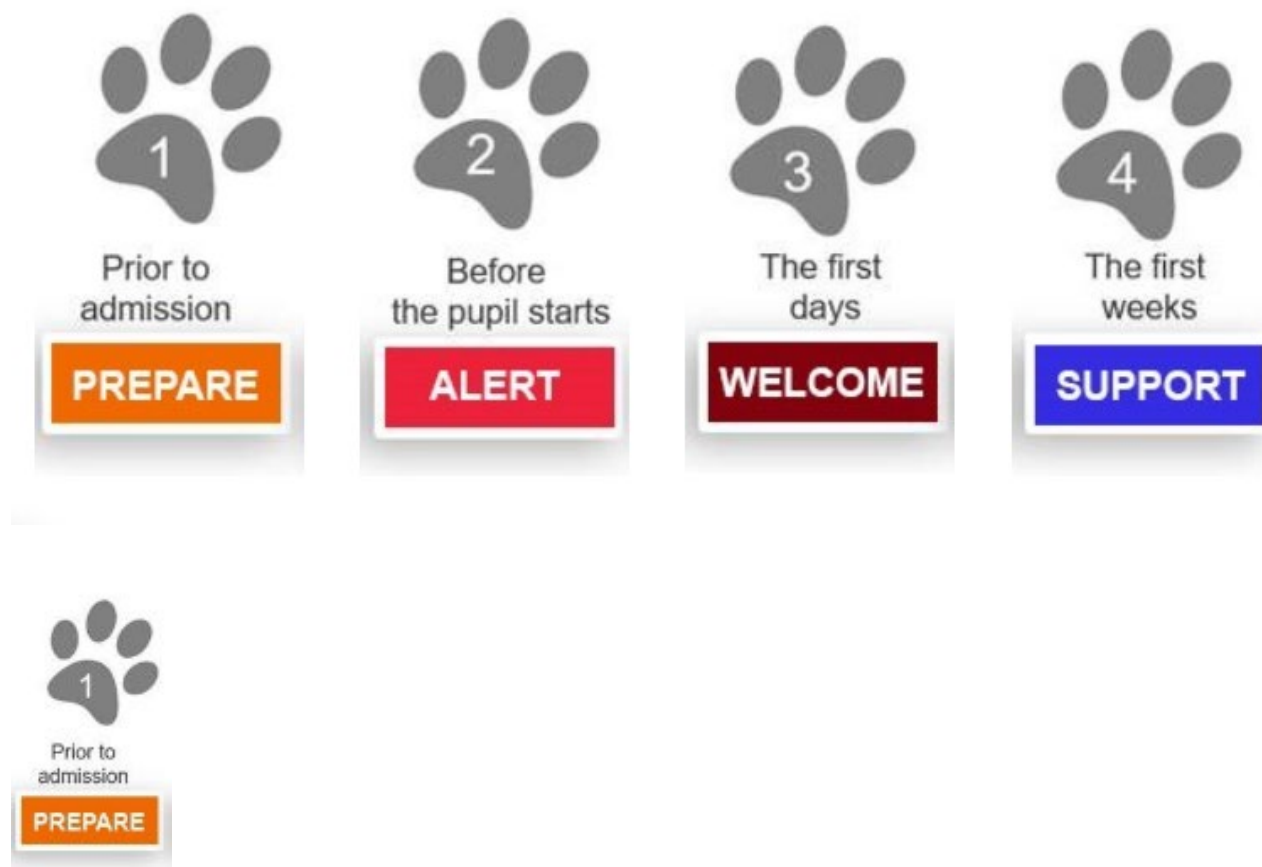
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Appendix A: Guidance on supporting EAL learners

PAWS

When a pupil a pupil with EAL is due to start at school, where possible we follow the Bell Foundation's PAWS.



1. Prepare

Prior to admission, we will aim to achieve the following:

- Gather information from the pupil and parents to create a pupil profile [Learner-Profile-full-guidance-and-form-FV.pdf](#).
 - Should a pupil profile be needed in a different language, we would use the South East Grid for Learning's tool [Online background collation tool for new arrivals](#).
- Arrange a tour of the school for the new pupil and parents with first language support where possible.
- Provide information for the parents e.g. homework (in their home language if needed).
- Agree a start date and share the school and class timetable.
- Gather information about the pupil's home background before coming to the UK.
- Gather any information about any breaks in their education.
- Find out how long the children have been in the UK.
- Find out the language spoken at home.
- Gather information about the pupil's academic attainment, progress and achievement in their home language.

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Before
the pupil starts

ALERT

2. Alert

Once the initial meeting has happened (prior to admission) and we have gathered as much information as possible through the pupil profile before the pupil starts, we will ensure the following:

- Send the pupil profile to all relevant staff.
- Organise a buddy system for the day and in particular break and lunch times. Consideration should be given to whether a pupil who speaks the same language should be asked to be a buddy, if at all possible.
- Prepare resources for the pupil for the first few days.
- Plan support for each part of the day.
- Make essential arrangements e.g. PE kit and Free School Meals eligibility.



The first
days

WELCOME

3. Welcome

During the first few days, the school will ensure the following:

- a) Greet the new pupil and take them to class.
- b) Introduce them to their buddy/buddies.
- c) Check they have all the equipment they need e.g. stationary, water bottle, snack for break time etc.



The first
weeks

SUPPORT

4. Support

In the first few weeks, the pupil should be given time to settle in to the new school. This time period may be longer for some than others. In addition, it should be noted that a period of silence is not unusual. When appropriate, the children should have the following support:

- Complete an All About Me Booklet (Flash Academy).
- Put language support in place (intervention).
- Put pastoral support in place, where needed.
- Have a basic vocabulary word mat.

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- Dual language books and dictionaries.
- Complete an EAL Assessment from The Bell Foundation and set language targets. These will be recorded and reviewed using our EAL Support Plan.

Assessment

Children who come in as EAL will be assessed against the Bell Foundation Assessment framework. This framework is categorised into 5 areas with the following summary:

New to English	Early Acquisition	Developing competence	Competent	Fluent
May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.	May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.	May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.	Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks	Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

Once the child is settled in, they will complete several assessments. These will include the following:

- Maths assessment from the year below their current academic year group.
- A piece of writing in their own language (need to find someone to assess it).
- Phonics RWI assessment.
- Reading assessment.

Teaching and Learning Strategies to Support EAL Pupils

Whole Class Teaching

- The strategies below are the ones that we use to help support the learning of EAL students:
- At the beginning of each lesson, the key language will be discussed so that all can access.
- Key words for the topic will be dual coded, with visuals where possible, so that children link the images to the word meanings.
- Knowledge organisers.
- Children who need it have language dictionaries to support with language.
- Children who need it can use translator on the iPad to support their learning.
- Children who are learning English will sit next to a child who has a strong command of English.
- The children will sit facing the board and the teacher so that they can see the teacher's facial expressions and body language.
- The teacher will use actions and drawings to support explanations.
- Talk partner strategies are used to initiate talk. Sentence stems are used to guide the conversations.
- Modelling and scaffolding are used so that learning expectations are visible.
- Classroom expectations and written work modelled by adult.
- Small step teaching to help children access learning.
- Instructions are broken down.
- Guided groups to support independent work.
- Allow extra processing time.
- Visual task board.

Adaptations for those children who need support with written work

The majority of EAL pupils at Polehampton are competent with their oral language, but can have some difficulties with written work. Staff will work to identify a pupil's particular difficulties and will use the following approaches combined

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with the strategies and interventions previously listed, where appropriate:

- Adult support when editing writing.
- Comprehensive modelling of how to use language or specific vocabulary.
- Specific work on verb tenses and irregular verbs.
- Pre-teaching of vocabulary needed for lessons.
- Use of colourful semantics to support written sentence structures.
- Adult support when planning writing and making vocabulary choices.
- 1:1 Up-levelling writing conferences between the teacher and pupils.
- Oral rehearsal before writing sentences down.
- Visual word banks.

EAL Interventions

Recommended interventions for EAL pupils are listed below. Although Polehampton does not currently offer these programs as they are not required to meet the present needs of our pupils, we are committed to acquiring them should the need arise.

- Flash Academy
 - Children who are assessed as being New to English or Early Acquisition might be placed on the Flash Academy Program. This is an online program which provides a bespoke learning journey for a pupil. Children complete assessments in speaking and listening, reading and writing. Children complete activities on the app on a daily basis and are expected to continue this learning at home. These children will also read with an adult daily (5 to 10 minutes) and participate in phonics sessions.
- Racing to English
 - Children who are assessed as developing competence, complete a weekly 'Racing to English' lesson so that children can continue to develop their language patterns and vocabulary. These children will also read with an adult daily for 5 to 10 minutes.
- Children who are assessed as being competent read 3 to 5 times a week with an adult and discuss the text they are reading.
 - Children who are fluent do not have any extra intervention for their learning, but are monitored within the classroom environment.

Other whole school approaches

- Collective worship sharing and welcoming all cultures, celebrations and values.
- Children are encouraged to learn games from each other.
- Eating together in the hall children are encouraged to try new foods, modelling table manners.
- Singing regularly and performing.
- Children encouraged to read their own work and take part in school performances.
- To use oracy skills in the classroom.
- Recasting (repeating spoken language correctly) by adults.
- Strong communication with parents.

Useful websites

- The Bell Foundation www.bell-foundation.org.uk/
- Flash Academy <https://flashacademy.com/>
- Twinkl www.twinkl.co.uk/resources/inclusion-teaching-resources/eal-inclusion-teaching-resources
- British Council Learn English Kids <https://learnenglishkids.britishcouncil.org/>
- Angliomaniacy <https://angliomaniacy.pl/>
- International Children's Digital Library <http://en.childrenslibrary.org/index.html>

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- World Stories <https://worldstories.org.uk/>
- Google Translate
- LLMs that may be used by families, such as Gemini, Chat GPT or CoPilot. Parents should remember not to input personal or school data into AI systems.

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