



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

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1. Mission Statement

"We believe that each person is unique and created in God's image. In our school, we provide a distinctive Christian education, where each child is loved, nurtured, inspired, and challenged to aspire excellence and develop their individual abilities for themselves and others."

2. Introduction

In our school, the teaching and learning achievements, attitudes, and wellbeing of all our pupils are important. We encourage all our children to achieve the highest possible standards. We do this by taking in to account each child's life experiences and needs. We occasionally have children who have learning and assessment requirements that are linked to their progress in learning English as an Additional Language. Children who are learning English as an Additional Language have skills and knowledge about language that are like those of their monolingual - speaking peers. Their ability to participate in the full curriculum may be in advance of their communicative skills.

This is a **statutory** policy and will be reviewed annually by the governing body.

3. Aims and Objectives

The National Curriculum secures the entitlement for all children to a broad and balanced curriculum and gives them the opportunity to develop the knowledge and 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 ensure that we meet the full range of needs of those children who are learning English as an Additional Language, including those pupils with EAL who may have Special Educational Needs.

4. Principles

- English is the primary language of education and communication in this country therefore all children have a right to effective teaching of English and in English.
- Support in all the languages in a child's linguistic repertoire helps to ensure that children have the best access to new concepts and ideas and therefore to the highest possible achievement. It is essential that this starts with a strong foundation in the early years.
- Language is a fundamental aspect of identity. Denying children, the experience of communicating in their home languages damages their confidence but valuing and drawing on this asset builds self-esteem and belief in their ability to learn.
- All pupils should have access to a range of languages to increase social and community cohesion. An ability to communicate in more than one language is a social and life advantage.
- To value the whole child or young person their full language repertoire must be included.
- Continuing to develop the first language at home and at school while learning English maintains family and cultural relationships.
- Promoting home languages at school and within the school's community, including communicating with parents in ways which are accessible to them, builds community links and mutual respect. This encourages families and schools to work in partnership to develop children's full range of language competencies.
- Achievement in more than one language develops the capacity to enjoy being a confident and competent user of spoken and written language for an expanding range of purposes.
- The approach to language development is inclusive and values the language heritages and experiences of all pupils and adults within the

educational community, whether they are monolingual, bilingual, or multilingual.

5. Teaching and Learning

In our school, teachers take action to help children who are learning English as an additional language by various means:

Providing a welcoming and supportive induction into the school by:

- Seeking information from parents and new pupils about cultural background, previous educational experience and achievements, special interests and skills, dietary and dress requirements.
- Conducting a tour of school and explaining how it is organised
- Talking through rights and responsibilities for parents and pupils (homework, uniform, lunchtime arrangements, start & end of school day, etc).
- Answering any questions parents and children may have.
- Negotiating an induction programme to suit the new child's needs.
- Ensuring that host classes are prepared to welcome their new classmates
- Ensuring that all staff are aware of the pupils new to English and what they can do support their welcome into our school.
- Being prepared to address any difficulties that may emerge during the induction period.

Developing the pupil's English by:

- Providing a range of clear visual contexts to support listening and speaking in social interaction and in learning activities.
- Identifying specific needs relating to the development of the pupil's oracy and literacy skills.
- Ensuring that these needs are addressed in the teacher's planning
- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words
- Explaining that speaking and writing in English are structured for different purposes across a range of subjects
- Providing a range of reading materials that highlight the different ways that English is used
- Ensuring that there are effective opportunities for listening and speaking and that these are used to support reading and writing
- Encouraging pupils to translate their knowledge, skills and understanding from one language to another

- Building on children's experiences of language at home and in the wider community, so that their developing use of English and other languages support each other.
- Ensuring parental involvement and participation in pupil's learning, especially if there is no bilingual support available in school.

Ensuring access to the curriculum and fair assessment by:

- Using activities, texts and visual materials that are suited to the pupil's age, ability, culture, and level of English language acquisition.
- Providing support through ICT, video or audio materials, dictionaries, translators, talk partners, readers, and amanuenses
- Using home or preferred language when appropriate
- Putting in place any special assessment and reporting arrangements required by the DfE.
- Consulting with parents and enlisting their support in helping their children with their learning

Resources

To develop independence, all pupils will have access to: Pictures, artefacts, ICT resources, illustrated books, bilingual picture dictionaries, English picture dictionaries, dual language books, help sheets' word-banks, labelled diagrams and pictures, writing frames and differentiated materials.

Curriculum Access

All children in our school, including those with English as an Additional Language, follow the requirements of the National Curriculum. Wherever possible, after Induction or specialist assessments, we do not withdraw pupils from lessons to receive EAL support as learning needs are best met alongside their peer group. EAL team support is focused on enabling the class teacher to assess, plan and provide appropriate learning activities to help pupils access the curriculum and to develop English language skills.

Foundation Stage

The Foundation Stage helps children learning English as an additional language by:

- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- Providing support to extend vocabulary
- Providing a variety of writing in the children's home language as well as in English according to their needs.

6. Assessment

School registration forms identify pupils where English is their second language. During a home visit session and settling in sessions we gather the information necessary to ensure a smooth transition into the school.

We closely monitor and track the progress of these children and if necessary seek advice from the Inclusion Services.

7. Roles and Responsibilities

SLT will ensure that:

- All involved in teaching EAL learners liaise regularly with parents.
- Staff are aware of the school's policy on pupils with EAL.
- Relevant information on pupils with EAL reaches all staff.
- Training in planning, teaching, and assessing EAL learners is available to staff.
- Progress is monitored and learning difficulties that may be masked by EAL are identified.
- Liaise with the SENCO regularly.

The Class Teacher will:

- Be knowledgeable about pupils' abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping.
- Liaise with the SENCO regularly and report to the SLT.

Version control table

Version	Date	Changes	Approval
1	2026	Re-branded to KCS. Formatting.	SO