



EAL Policy
2025 -2026

APPROVED BY GOVERNORS:

POLICY TO BE REVIEWED:

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NORWOOD PRIMARY SCHOOL

EAL Policy

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Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to pupils who have been exposed to language at home is that known or believed to be other than English. This information is requested from parents/carers on admission to school.

At Norwood, we believe that multilingualism is an asset and we celebrate and recognise the social, emotional and academic benefits of maintaining home languages. Pupils with EAL may face various barriers throughout their academic life and development and pupils' proficiency in English will vary and as a school we believe in having high expectations for our EAL pupils and strive to amplify the curriculum as opposed to simplifying it. At Norwood we also acknowledge that EAL pupils may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

This policy has been established to ensure all pupils with EAL at the school are given high quality teaching to reach their full potential.

Norwood aims to:

- Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the school.
- Ensure strategies are in place to support pupils with EAL.
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived pupils with EAL.
- Assess the skills and needs of pupils with EAL.
- Gather accurate information regarding children's backgrounds, cultures, abilities, mother-tongue proficiency as well as their English language proficiency
- Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL.
- Use all available resources to raise the attainment of pupils with EAL.
- Systematically monitor pupils' progress, and adapt policies and procedures accordingly.
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.
- Model the use of English language and maximise opportunities for learners to use English
- Ensure pupils with EAL are acknowledged for their skills in their own languages.

1. Legal framework

This policy has due regard to legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Education Act 2002
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

2. Roles and responsibilities

The governing body will have overall responsibility for overseeing this policy and providing professional strategic challenge around provision and inclusion of EAL learners.

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 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 leads (Rachael Brookfield, Inclusion Lead, and Jana O'Brien, EAL TA) will be responsible for:

- The induction of newly arrived pupils.
- Conducting initial assessments of pupils with EAL.
- Teaching small groups of pupils with EAL and providing classroom support.
- Liaising with teaching staff on support for pupils with EAL.

- Advising on strategies to support and include pupils with EAL and on ways to adapt or scaffold work for pupils with EAL whilst maintaining high expectations.
- Encouraging and supporting pupils to maintain and develop their first language.
- Facilitating pupils' use of first language national examinations.
- Developing relationships between the school and parents/carers of pupils with EAL.
- Securing and providing training to ensure staff development.
- Support staff with adaptive teaching strategies
- Ensuring continuity of support and maintaining contact with other professionals involved, as well as parents and pupils.
- Working closely with the SENDCO to develop plans tailored to the specific needs of children with additional needs if required.
- Developing support and interventions in class and outside of the classroom
- Liaise with external professionals for support and advice

All Teacher and Support Staff will be responsible for:

- Providing a good model of spoken English.
- Use strategies of good practice to support EAL learners within the classroom following EEF guidance
- Ensuring the inclusion of pupils with EAL in all facets of school life
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.
- Support pupil's social and emotional development
- Support transition through school and when transitioning to different settings
- Creating a safe, language rich environment

3. Support

Children with EAL should be supported within the classrooms (through high-quality teaching, 1:1 basis, small group or with peer support) through a language rich environment with appropriate scaffolding and adaptation when appropriate.

Targeted support and interventions will be based on assessment, not language-stage assumptions. Support should focus on both language development as well as supporting curriculum content.

Methods of support that the school will provide, includes:

- High-Quality and Adaptive teaching
- Time with the EAL lead either in class or through interventions

- Friendship groups and additional support at breaktimes if needed e.g. Buddies
- Use of assistive technology and resources
- Interventions delivered in school

When an EAL pupil starts Norwood, staff will use the 'Supporting New Arrivals' booklet which outlines how to support pupils using a PAWS approach- Prepare, Alert, Welcome and Support.

4. Inclusion

Norwood is a highly-inclusive school and values all children and families within its community.

- 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.
- Staff appreciate 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 celebrated, and classrooms will be socially inclusive.
- Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning and levels of scaffolding, 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.

5. Initial assessments and Assessment

When pupils first join the school, the EAL lead will join a meeting with the parents/carers and members of the Senior Leadership Team to complete the 'In Year Move Form' to gather as much information as they can and plan for the child joining the school. Staff will also use a trauma-informed approach for refugee or asylum-seeking pupils to support with transition.

The school will undertake a timely initial assessment to gauge pupils' English abilities. For any new arrivals the assessment will be carried out using The Bell Foundation.

[EAL Assessment Framework - The Bell Foundation](#)

Initial assessments are carried out by the EAL lead, the class teacher and sometimes, where appropriate, the parents may be involved.

Teachers of the pupil will be allowed access to the assessment to inform their teaching and lesson planning. The pupil and their parents may view the assessment at any time.

For the majority of EAL of pupils, their progress will be tracked in line with the school's assessment policy. However, for some pupils who have less English proficiency the Bell Foundation Assessment Toolkit will be used.

Progress will be reviewed termly. However, in a few situations, formative assessments may happen more regularly.

Assessments will involve gathering information from a range of stakeholders e.g. class teachers, teaching assistant, EAL lead. Assessments will be dynamic and ongoing following a plan-do-review cycle which will inform planning and provision for these pupils, adaptations, interventions and help with target setting.

The Inclusion Lead is responsible for tracking data at the termly Progress Meetings.

6. Classroom practice

Teachers have high expectations of all pupils and provide the appropriate language support they need that is beneficial to their learning. Teachers will focus on supporting language development and curriculum subject content.

Classroom activities will be matched to pupils' needs and abilities with adaptive teaching strategies being utilised where appropriate.

Teachers will consider common misconceptions and language barriers when planning lessons and adapt accordingly.

Where possible, the following practices will be utilised to support EAL learners:

- Utilisation of the pupil's first language expertise.
- The provision of writing frames, substitution tables, sentence starters, gap fillers or modelled sentences
- The use of props, visuals, diagrams, working walls/ displays, wordbanks and glossaries.
- Use of adult and peers in the classrooms
- Dual-coding (presenting information in two channels e.g. visual and auditory)
- Use of resources e.g. bilingual dictionaries, assistive technology, substitution charts
- Collaborative activities involving spoken communication facilitating oracy
- Feedback opportunities and conversations.
- Good models provided by peers
- Classroom displays will reflect cultural and linguistic diversity.
- Preteaching and explicit teaching of vocabulary and grammar

7. Access to the curriculum

The needs of pupils with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:

- The language and learning demands of the curriculum are analysed and support is provided using high-quality adaptive teaching strategies
- Visual support is utilised to provide greater understanding of key concepts in and around the learning environment
- There are opportunities for pupils to use their first language in the classroom .e.g. Researching topics or curriculum areas in their mother tongue prior to learning them in class
- The support requirements of pupils with EAL are identified and the support is made available.

8. Working with parents

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 when needed.
- Ensure the language used in letters to parents is accessible.
- 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.
- Encourage parents to become involved with homework and offer support where needed
- Celebrate and support religious/community celebrations and commitments.
- Use communication links with parents which allows for messages to be easily translated (Class Dojo)

9. 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. Assessment of SEND may be explored if a child is making limited progress despite a high-level of support or if there is a specific unmet need. This will be discussed with the SENDCo, Rachael Brookfield. Assessments of SEND of pupils with EAL may involve input from external professionals.

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 clearly informed and supported at every stage.

10. Continued Professional Development

Annual training for staff on EAL pedagogy

Induction for new staff

Use of Bell Foundation online modules/webinars

A commitment to evidence-informed practice using the Foundation's resources

11. Monitoring and review

The headteacher and EAL leads will review this policy on a biannual basis, considering feedback from practitioners and in light of changes to the law or statutory guidance, and will make any changes necessary.

The next scheduled review date is