



Policy for

English as an Additional Language (EAL)

Prepared by:	Date:
CEO	Autumn 2025

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Statement of intent

All AET policies are written to support our schools and communities. We do this by ensuring they are always in line with our Colleague Values:



In this policy, the term 'English as an Additional Language' (EAL) refers to pupils whose main language at home is a language other than English.

This policy has been established to ensure all pupils with EAL at the school are given the best chance possible to reach their full potential.

At Wilbraham Primary School our ultimate intention is to provide a welcoming and supportive environment, in which EAL pupils can access a broad and balanced education which will provide opportunities for their development as successful learners. EAL pupils will experience learning that encourages academic achievement, creativity, resilience, physical and mental well-being in order to promote the development of the whole child. Enjoyment of a wide curriculum in a secure, language rich classroom with quality first teaching will promote achievement, high aspiration and confidence. We want our EAL children to feel safe to take risks and try new things. EAL teaching is based on good teaching. Teachers with a clear understanding of the needs of all of their pupils will use strategies that benefit all children, not only EAL pupils. Lessons where key visuals are used, use of first language encouraged, new vocabulary and stem sentences introduced and contextualised, and collaborative and practical experiences planned for will support EAL pupils. The Metacognitive learning strategies employed throughout the school will also be an essential part of a child's successful language learning. Our EAL pedagogy has evolved from good quality first classroom-based practices in conjunction with the development of knowledge gained through theoretical and research perspectives.

Wilbraham Primary School 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.
- Ensure that EAL children (INA children in particular), their families and staff will have access to the support offered by the school's bilingual TAs.
- Ensure that individuals or groups of EAL pupils, especially those in the early stages of English acquisition, access class/year group TA support in time limited withdrawal teaching in order to support their learning.

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 and abilities.
- 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.
- Maximise opportunities to model the fluent use of English.
- Ensure pupils with EAL are acknowledged for their skills in their own languages.

1. Roles and responsibilities

The LAC will have overall responsibility for the implementation of this policy.

The headteacher/principal 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:

- 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 differentiate work for pupils with EAL.
- 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 of pupils with EAL.
- Securing and providing training to ensure staff development.
- Acting as consultants 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.

All staff members will be responsible for:

- Ensuring all written work includes the technical requirements of language as well as the meaning.
- 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.
- Using technology to support the learning of EAL pupils. For example, the online platform Flash Academy that can be used at home and in class for the children to use to supplement their English Acquisition.

2. Support

The Stages of English Acquisition

Experience and research inform us that the learning of English will not necessarily proceed in an orderly and systematic fashion. Learners will use prior linguistic, learned and world knowledge. The learner's underlying proficiency in their first language, cognitive and socio-cultural influences will play a significant role in the learning of English. Learning English and becoming bilingual or multilingual is also about learning and living in different societies and cultures. It is not just about acquiring a new language, but also understanding another culture and developing another identity.

Our EAL practice is informed and staff are aware of the basics of the stages of English Acquisition:

-Active Listening Phase

-BICs (Basic Interpersonal Communicative Skills)

-CALP (Cognitive Academic Language Proficiency)

Staff and children are supported by the school's EAL Team in supporting children's learning at these stages. Research informs us that children new to English embark on a journey that may take up to 7 years+ to become monolingual English speaking peer equivalent.

3. 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.
- Mainstream and support departments will work together to ensure optimal outcomes are achieved.
- 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.

4. Initial assessments

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.

Initial assessments are carried out by the EAL lead or one of our bilingual TAs, and completed assessments are held on the pupil's profile.

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.

5. Classroom practice

Teachers have high expectations of all pupils.

Classroom activities will be matched to pupils' needs and abilities with visual supports being utilised where possible.

Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.

Where possible, the following practices will be utilised to improve pupils' literacy:

- Utilisation of the pupil's first language expertise.
- The provision of writing frames.
- The use of props.

Language skills will be developed through:

- Collaborative activities involving spoken communication.
- Feedback opportunities and conversations.
- Good models provided by peers.

Active participation will be encouraged by:

- Grouping pupils in mixed ability groups to develop language skills.
- 'Expert' readers and writers present in each group to provide assistance and model language.

Classroom displays will reflect cultural and linguistic diversity.

Assessment methods will allow pupils to show what they can do in all curriculum areas.

Bilingual dictionaries are available to aid pupils with EAL and dual language textbooks are available and used where possible.

Prior to any private tuition or one-to-one support, the pupil is informed of the purpose of the session and the objectives.

6. 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.
- Visual support is utilised to provide greater understanding of key concepts.
- There are opportunities for pupils to use their first language in the classroom.
- The support requirements of pupils with EAL are identified and the support is made available.

7. 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 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, such as cooking, reading and class outings, where appropriate.
- Encourage parents to become involved with homework through shared reading schemes and language-based homework.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

8. 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. Assessments of SEN of pupils with EAL will involve EAL specialists along with SEND specialists.

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.

9. Bilingual Staff

We currently have bilingual staff members who speak the main community languages of our school Urdu, Panjabi, Arabic, Somali, Kurdish, Farsi. We also have staff who speak Greek, Cantonese, Swahili, Ukrainian. Families and staff will have access to the support offered by the school's bilingual TAs, as the school recognises the positive impact on the children of the utilisation of the skills, knowledge and cultural wealth of the community.

10. Monitoring and review

The headteacher/principal will review this policy on a **regular** 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, and will make any changes necessary.