

Love, Live and Learn

Our Lady & St. Swithin's



Catholic Primary School

EAL Policy

2026-2027

Headteacher:_____

Chair of Governors:_____

Date:_____

As a Catholic Community centred on God's love, respecting all, we are committed to enable and encourage each person to be cared for in body, mind and spirit ensuring each individual achieves their full potential in a secure and caring environment.

DREAMS

"Dream, Believe, Achieve"

Discover

Resilience

Embrace

Aspire

Make a difference

Service

Our Lady & St Swithin's



Catholic Primary School

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SEN Policy

This policy was adopted:	September 2026
By name:	
Position:	
Signature:	A.Allen SENDCo

Our Mission Statement

As a Catholic Community centred on God's love, respecting all, we are committed to enable and encourage each person to be cared for in body, mind and spirit; ensuring each individual achieves their full potential in a secure and caring environment.

Love, Live, Learn

Introduction

Our Lady and St Swithin's Catholic Primary School recognises that each person is unique in their qualities, personality, dreams, aspirations, skills and struggles. Inclusion is about recognising that no one is any better than anyone else and that all are welcome.

It is our aim to create an inclusive environment where pupils with English as an Additional Language (EAL) can thrive and become fully integrated members of the school community. Our Lady and St Swithin's Catholic Primary School expects its pupils to become confident language users who explore and appreciate the richness of language, enabling them to achieve their full potential personally, socially, emotionally and academically.

For pupils who are learning English as an additional language, this includes recognising and valuing their home language, culture and background. As a school, we recognise that bilingualism and multilingualism can be valuable learning resources and that all EAL pupils can make a positive contribution to our school community. We take a whole-school approach to inclusion, encompassing our Catholic ethos, curriculum and education against racism and discrimination.

A child will be recorded in school as having EAL if they are exposed to a language at home that is known or believed to be other than English. This may include:

- Pupils arriving from other countries whose first language is not English.
- Pupils who are fluent in English but have an additional language spoken at home.
- Pupils who have been born in the UK but do not speak English at home.

Aim

This policy aims to raise awareness and support effective planning, organisation, teaching and assessment procedures, alongside the appropriate use of resources and strategies, to meet the needs of pupils who have English as an Additional

Language (EAL). In doing so, we aim to raise pupil achievement and aspirations and ensure equality of opportunity for all pupils.

This policy reflects the school's duties under the Equality Act 2010, including the duty to eliminate discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not. Our provision for pupils with EAL supports our commitment to ensuring that no pupil is disadvantaged because of their race, nationality, ethnic or national origin, or other protected characteristic.

Objectives of the EAL Policy

1. To support all EAL pupils in developing confidence and fluency in spoken and written English.
2. To assist and support all EAL pupils in their acquisition and development of English language skills.
3. To develop staff knowledge and expertise to ensure that all EAL pupils achieve outcomes appropriate to their abilities and potential.
4. To develop rigorous systems for monitoring, evaluating and reviewing the progress, attainment and provision for EAL pupils.

Our Lady and St Swithin's Catholic Primary School serves a diverse and multilingual community. As of **28 September 2026**, school data identifies **44 pupils with English as an Additional Language (EAL)** across the school, from Nursery to Year 6.

EAL pupils are therefore represented across all phases of the school. The largest EAL cohort is currently in **Year 2, with 10 pupils**, followed by **Years 4 and 5, with 7 pupils in each year group**. The school data also identifies **3 EAL pupils within the SEN Resource Base**, highlighting the importance of recognising that EAL and special educational needs and/or disabilities (SEND) are distinct, although some pupils may have both.

The school recognises that pupils identified as EAL are not a homogeneous group. Their experiences, levels of English proficiency, educational backgrounds, home languages and length of time in the UK may vary considerably. Some pupils may be new to English, while others may be fluent bilingual or multilingual speakers. Identification as EAL does not, in itself, indicate a special educational need or lower academic ability.

Consequently, provision is responsive to the individual pupil. Teachers use assessment, observation and knowledge of each pupil's linguistic and educational background to identify appropriate support and ensure access to the full curriculum. The progress and attainment of EAL pupils are monitored carefully so that appropriate provision can be put in place and reviewed as pupils develop proficiency in English.

The school's EAL profile is reviewed regularly so that changes in the needs of the school community can inform curriculum planning, staff development, resource allocation and targeted support.

Proficiency framework

The Department for Education uses the following EAL classification codes. Our Lady and St Swithin's Catholic Primary will use a 'best fit' judgement when deciding proficiency levels for children on the EAL register, using assessment and discussion with teachers. We will use the EAL Assessment Framework for Schools as recommended by 'The Bell Foundation'

 New to English	- Engage in highly scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings. - Show emerging competence in basic oral expression. - Demonstrate little or no knowledge of written English; taking first steps to engage with written and digital texts in English. - Demonstrate competence in managing basic, simple and isolated phrases. Learners working at band A will require considerable support to access curriculum content.
 Early Acquisition	- Show a developing autonomy in processing speech. - Show emerging competence in the ability to respond verbally in interactions with others. - Make sense of written text at word and phrase/sentence level, using visual information to help decipher meaning. - Demonstrate competence in producing simple sentences and paragraphs on familiar topics conforming to taught expectations. Learners working at band B still require a significant amount of EAL support to access the curriculum.
	- Show developing independence in the use of basic listening skills needed to engage with learning. - Demonstrate emerging competence in spontaneous expression and communication. - Draw on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks.

 Developing Competence	• Demonstrate competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts. Learners working at band C will require on-going EAL support to access the curriculum fully.
 Competent	• Apply listening skills over an increasing range of contexts and functions. • Demonstrate competence in producing more varied and complex speech in a wider range of contexts. • Engage with curriculum related reading activities independently and productively in different subject areas. • Demonstrate competence in controlling the content and structure of writing with greater accuracy and with a fuller range of vocabulary and grammar.
 Fluent	• Demonstrate confidence in writing accurately and independently in a variety of genres. • Engage with curriculum-related reading activities independently and productively in different subject areas. • Show competence in fluent, creative use of spoken English. • Show an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance.
 Not yet assessed	This may only be used for new pupils who enter schools just before census or where a pupil is still settling in.

Assessment

When children with EAL join school, the headteacher notifies the EAL co-ordinator who organises an initial assessment of the child's English language using the above English Language Proficiency assessment. (See appendix 1 for full assessment). This will then be updated on our MIS portal. These children will then be assessed at the beginning of each full term thereafter. Children who score between A-B on the proficiency scale will receive an immediate English intervention (Racing to English). Children's progress will be tracked using the school's tracking system 'Insight' and their progress will be closely monitored by the EAL coordinator

Provision

Provision encompasses curriculum-planning, support for individual pupils or groups of pupils within the classroom in terms of adaptations, support for those responsible for teaching these pupils, and supplementary provision.

- EAL pupils will be provided with opportunities to make good progress.
- EAL children in the Early Years will be provided with reasonable steps to learn and play in their home language; we will support language development at home and support children in reaching a good standard in English.

- Classroom teachers have responsibility for ensuring that pupils can participate in lessons and will have awareness of good practice in providing for EAL pupils within the classroom setting.
- Our school aims to address the needs of EAL pupils within the classroom. However, there will be times when it will be appropriate for children to be withdrawn from lessons to receive focused provision.
- Teaching staff will have regular discussions with the SENDCO to identify pupils who may, additionally, have SEND.
- Being aware of the difference between social language skills and those specific to academic achievement.
- Language enriched teaching – teachers are expected to adapt their lessons according to the needs of their pupils. When teachers have EAL pupils in their class, they should support them through a variety of strategies, such as revision of key words, using visual cues, printing instructions for pupils, translating instructions, where appropriate, and including oral work in every lesson.
- Teachers are also encouraged to accommodate the ‘silent period’ that a lot of New Arrivals go through and allow these pupils to write in their first language when they first arrive (if appropriate and if able), to allow them to settle in.
- Teachers are provided with a proficiency framework flowchart which consists of: EAL learners in their class, their proficiency scale which was obtained from their assessment and suggestions of how to support these learners in class.
- In class support – most targeted EAL pupils will receive additional support from Learning Support Assistants (LSA) in some of their lessons. The LSA provides the pupils with guidance, encouragement, and strategies to improve their English language skills.

Inclusive Practise

At Our Lady and St Swithin’s Catholic Primary School, inclusion is at the heart of our Catholic ethos. We recognise and celebrate the uniqueness of every child and family within our school community. We are committed to creating a welcoming, respectful and inclusive environment where everyone feels valued, has a sense of belonging and is able to participate fully in school life.

We embrace and celebrate the cultural and linguistic diversity of our school community and recognise the important contribution that pupils and families with English as an Additional Language (EAL) make to the life of our school.

To promote inclusive practice:

We encourage parents and carers to inform the school of all languages spoken within the home so that pupils’ linguistic backgrounds can be recognised, valued and supported.

- We aim to ensure that important school information is accessible to all families. Translated information can be made available where appropriate, and additional support is provided for parents and carers who may experience a language barrier.
- We support effective face-to-face communication with parents and carers, using translation or interpretation support where appropriate.
- We establish strong and positive relationships with families, ensuring that parents and carers have opportunities to contribute, communicate their views and have a voice within the school community.
- We celebrate pupils’ home languages, cultures and experiences and encourage children to value both their own identity and those of others.
- We ensure that EAL pupils have full access to the curriculum, enrichment opportunities and wider school life, with appropriate support provided according to individual need.

- We promote respect, equality and positive relationships throughout the school, challenging discrimination, prejudice and racism whenever they occur.
- Through this inclusive approach, we seek to ensure that every pupil and family feels welcomed, respected and valued as an important member of the Our Lady and St Swithin's Catholic Primary School community.

REVIEW OF POLICY

The effectiveness of this policy will be reviewed annually by the Senior Leadership Team and every three years by the Governing Body. If changes are made to the policy, the Governing Body will ratify amendments.

This policy was reviewed: September 2026

Review Date: September 2029

Signed: A Tremarco

Signature: _____

Designation: Chair of Governors

Date: September 2026