

Harrow Lodge Primary School



EAL POLICY

REVIEWED:	Spring 2026
EFFECTIVE PERIOD:	Summer 2026 – Summer 2027
DUE FOR REVIEW:	Spring 2027
RESPONSIBLE PERSON(S):	MISS R CORMENZANA

1. INTRODUCTION

Children who are learning English as an additional language have skills and knowledge similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their communicative skills in English. All children are valued in our school and are encouraged to achieve the highest possible standards, whilst taking into account individual life experiences and needs. We welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the school.

2. INTENT

At Harrow Lodge Primary, the support offered to EAL children is underpinned by our core values R.E.A.C.H.

- Respect for diversity, other languages and cultures
- Empathy through understanding other people's lives, discovering commonalities and challenging prejudice
- Aspiration by scaffolding and differentiating work using a range of strategies that allow EAL children to access the curriculum, and promoting independent learning
- Confidence to attempt something new and speaking in front of others in a safe and supportive environment regardless of their proficiency level
- Honesty by recognising needs and asking for help

We aim to:

- Provide a welcoming atmosphere for newly arrived pupils with EAL.
- Celebrate the fact that a rising number of our children speak more than one language and acknowledge their ability to communicate using a variety of community languages.
- Settle the children as quickly as possible into school life and encourage them to take part in the daily routines and structures which will help them to develop not only an understanding of the academic aspects of English, but the use of our language as a social interaction.
- Work with parents/guardians to ensure a smooth transition into school with translators being employed to assist us at our entry interview to find out details about the children's past school experiences, their preferred methods of learning, their previous exposure to English and any traumatic experiences that the children might have had. We believe that this interview is vital to enable us to help the children settle into their new environment as smoothly as possible.
- Assess the skills and needs of pupils with EAL and then plan and deliver a curriculum that takes into account the language and learning needs of *all* pupils, thus providing equality of opportunity and inclusion for all.

- Ensure that appropriate provision is made for pupils with EAL, and to provide opportunities for children to make progress in learning English.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL.
- Ensure that children with EAL leave our school in the best possible position to communicate in English orally and in writing and to be able to comprehend spoken and written English at a level commensurate to their age and ability depending on the point at which they join our school.

3. IMPLEMENTATION

Admission Procedures

- Background information about the pupil will be gathered via a pupil/parental meeting prior to the official start date and shared with key personnel.
- When arranging for the interview date, parents will be asked if they need a translator.
- A date will be given when a translator is available.
- The pupil and parent will be introduced to the EAL Co-ordinator.
- The Office will add the child's name, first language and start date to the EAL Register in the EAL folder in the Staff Area of the school computer system.
- During the interview, a starting date will be agreed to give parents time to buy the uniform and to pass on all the information to the class teacher so they can be prepared.

Induction Procedures:

- The school will provide a welcoming environment for newly-arrived pupils with EAL, ensuring that 'Welcome Buddies' are allocated and pupils are familiarised with the physical structure of the school. This should be a personality match more than a language one and it might change after a few days.
- New arrivals must be sat/grouped with middle/high attainers who can provide a good model of English. Children who speak the same language as the new arrival can be considered as well as long as they are proficient in English.

- Teachers will ensure that they have been passed on all the information by the office regarding previous schooling, home life situation, SEN or medical needs. This information must include the names of other parents or children who can translate for the family.
- **New arrivals with little or no English are not expected to access or participate in the curriculum straight away.** Instead, they will have access to small group instruction (phonics and operational language) until they are ready to participate in English lessons with their peers. However, when in class, a variety of tasks designed to develop early language skills should be planned for. These could include:
 - Treasure hunt
 - Map drawing
 - Vocabulary matching
 - Games such as 'Simon Says'
 - Expressing basic needs
 - Expressing likes and dislikes
- By the time the new arrival joins a class, a seating arrangement must be in place and exercise books must be labelled and ready. They must be added to any display the whole class is already in as soon as they join the school to ensure they feel part of the group.
- Within the first month an assessment using the ***EAL Admissions and Assessment Pack*** will be carried out. The assessment won't be needed if the child has been born in the UK, all his schooling has taken place in the UK or they come from another UK school and are meeting expectations.

Teaching and Learning:

Once operational language has been acquired, EAL pupils are simultaneously learning to use the English language whilst learning curriculum content through the medium of English. For this reason, EAL pupils benefit from being placed in a safe, mainstream environment in which tasks are clearly contextualised and suitably challenging.

Good or outstanding teaching will be underpinned by practical learning activities that are multisensory in environments that are communication rich where written and verbal language is complemented by visuals and children feel valued as individuals. Children will also be immersed in rich experiences of literature appropriate to their level.

The following are examples of good practice to be used across the curriculum:

- Providing enhanced opportunities for speaking and listening through small-group collaborative tasks.
- Providing effective teacher/peer models of spoken and written language, giving pupils opportunities to absorb receptive language before being required to produce language.
- Providing an environment in which pupils feel welcome and confident through the use of engaging activities and displays that reflect pupil diversity and support language development.
- Assessing the language and learning demands of curriculum content in terms of key concepts, vocabulary and structure and providing subsequent support through use of visual materials, bilingual support materials and writing scaffolds.
- Planning for pupils with EAL will include references to adaptive teaching, e.g. writing frames, bilingual key word lists, visual materials, etc.
- Paying attention to grouping strategies, selecting mixed ability groupings that provide EAL pupils with good models of speaking, reading and writing.
- As appropriate, using pupils' first language to support learning by activating prior knowledge thus encouraging further conceptual development.
- Encouraging further development of the first language through the provision of dual-language resources.
- Providing short-term induction support for learners with limited English in order to encourage the development of basic social language and basic literacy skills.
- Providing a structured phonics programme, as appropriate, to enable learners to make progress in reading and writing in the English language.
- Providing on-going support for more advanced learners of EAL through, for example, explicit teaching of grammatical concepts and sentence structures.
- Selecting and using good quality visual aids and culturally relevant resources.

Assessment for Learning

On-going formative and termly summative assessments are used to identify, analyse and support children's progress and attainment. Pupils are involved in assessing their own learning.

- Short-term formative assessments help inform short-term planning. Daily observations and the use of success criteria by adults and pupils contribute to an understanding of how well teaching objectives have been achieved and what is needed to progress individual learning.
- Summative assessments are made termly. From September 2026, EYFS and Year 1 pupils will be assessed using the **Primary School Havering English Proficiency EAL Progress Continuum. The Solihull EAL Profile of Competence** document, available on the school share point within the **EAL folder**, will continue to be used for pupils in Year 2 and above and will be phased out progressively as cohorts move through the school.
- Exemption to this assessment:
 - EAL children who are working at expected level for their age
 - EYFS children until the summer term
 - Year 6 children last assessment will be the Spring term one

Resources

- An EAL Folder in the Staff Area of the intranet contains a variety of resources for Teaching and Learning, including guidance on assessment.

4. IMPACT

Because of our early and ongoing intervention, children are supported in their learning at appropriate levels across their primary career. Our EAL assessment and monitoring procedures facilitate the children's learning in all the other areas of the curriculum.

Our EAL children excel here and they become valuable and valued members of our school community, taking an active part in both school and after-school activities, along with being part of our school council and eco-school team. They add an extra dimension to all our lives, enriching us through their different cultures, religions, languages and their experiences of the world.

5. RACIAL EQUALITY AND EQUAL OPPORTUNITIES STATEMENT

- All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. Teaching and Learning will be differentiated for the performance of all groups and individuals.
- Harrow Lodge Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment, so that individuals are enabled to achieve their full potential. Policies are available on Racial Equality & Equal Opportunities that expand on this further.