



Sacred Heart Catholic Primary School

EAL Policy

2025-26

Introduction

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and culture. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

Mission Statement

At Sacred Heart Primary School, We serve our diverse community with open and honest hearts.

Through our thoughts, words and actions, we share God's love with all.

A place where everyone is loved and valued, we strive to always be the best that we can be.

Statement of Aims

The school is committed to ensuring that all our learners including EAL learners feel safe and know that they are valued.

This school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of minority ethnic pupils who are at risk from underachievement.

The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

The Context of the School

- We have 60 EAL learners (33%) in our school

<u>Language</u>	<u>Number of children</u>	<u>Percentage</u>
Malayalam	14	20%
Yoruba	11	16%
Polish	7	10%
Romanian	4	6%
Other	33	48%

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Key Principles

- Our children with EAL are entitled to opportunities for educational success that are equal to those of our English speaking children.
- Children with EAL are not a homogenous group: their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/ styles.
- Well planned mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by children with EAL.
- The bi/multilingualism of our children and staff enriches our school and our community.
- To become fully competent in the use of curriculum/academic English is a long process, therefore children require long term support.
- Having a home language other than English is not a 'learning difficulty'. A clear distinction should be made between EAL and Special Educational Needs (SEN). Children with EAL are not placed on the SEN record, unless they have SEN.
- It is important that children with EAL are provided with opportunities to use their home or first language where appropriate.
- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and included in planning.

- Teachers and Teaching Assistants play a crucial role in modelling curriculum language.
- The focus and timing of additional support is an integral part of curriculum and lesson planning.
- Although many children acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to seven years.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Roles and Responsibilities

- Mrs N Nixon is EAL co-ordinator
- All teachers are language teachers and there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the learning and success of EAL learners and to support their language development.
- Sophie Aspden is responsible for maintaining an EAL register, ensuring correct information is recorded and staff are well informed about the background of each child.

Teaching and Learning

What teaching strategies are used to ensure that the principles outlined in the section above are translated into practice in the classroom and that EAL learners are well supported across the curriculum? Here are some examples. You can choose from this list or add your own:

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- There is a focus on both language and subject content in lesson planning with key words and information given on planning where appropriate.
- EAL learners are encouraged to use their first language for learning with an emphasis on introducing key curriculum language as early as possible and providing ongoing support within lessons.

- Scaffolding is provided for language and learning, e.g. writing frames, key vocabulary.
- Pupils have access to effective staff and peer models of spoken language at all times both during lessons and leisure times within school.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, and use of gesture within classroom settings.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Steps are taken to ensure the cognitive challenge remain appropriately high for EAL learners and is not reduced because the English language demand has been reduced.
- Higher ability EAL learners encouraged to support less able learners in peer support system within lessons to ensure translation of key vocabulary is accurate.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Discussion is provided before, during and after reading and writing activities.
- Any withdrawal of EAL learners is for a specific purpose, is time based and linked to the work of the mainstream class unless an SEN need is identified.

Planning, Monitoring and Evaluation

Teaching of EAL pupils begins with each class teacher's own planning. Each unit of work is, first, planned for English speakers and then added to meet the needs of EAL pupils. Planning should include some form of EAL translation of key vocabulary and ideas to assist the specific needs of the EAL learners in their class.

Teachers are required to have vocabulary (specific to the needs of the EAL learners in their class) displayed in the classroom and EAL children have full access to bilingual dictionaries and online translation resources at all times to aid their understanding and learning.

Progress for EAL learners is monitored using the NASSEA (Northern Association of Support Services for Equality and Achievement) framework and accompanying assessment packs. These tools help staff accurately identify each pupil's stage of English language acquisition and track their progress over time. Assessment information is used to inform planning, tailor support, and ensure appropriate interventions are in place for pupils at all stages of language development.

Special Educational Needs and Gifted and Talented Pupils

EAL learners are always in danger of being labelled as SEN due to a lack of understanding about the learning process of EAL learners. All teaching and support

staff at Sacred Heart have been shown the learning and progress process for new EAL learners in order to be able to understand how each EAL pupil *should* be learning.

EAL pupils who do not follow this process are easily identifiable and will then be referred to EAL professional and Senco to be assessed for a specific learning difficulty or need.

EAL pupils who are gifted and talented are nurtured in the same way as English speaking AGT pupils. Any language barrier is assessed by teachers and support staff and tackled in the same way as with planning and teaching.

Assessment

Assessment for EAL learners is designed to ensure that pupils' progress in both language acquisition and curriculum learning is accurately monitored and supported. The school uses the NASSEA framework and accompanying assessment packs to:

- Identify starting points: On entry, each pupil's stage of English language development is assessed to provide a baseline.
- Track progress: Regular assessments help monitor language acquisition across the four skills: listening, speaking, reading, and writing.
- Inform teaching: Assessment outcomes guide teachers in planning appropriate support and differentiation in lessons.
- Highlight additional needs: Where progress is slower than expected, assessment data is used to identify whether language barriers or other factors are affecting learning.

Assessment information is shared with parents, and relevant support staff to ensure that EAL pupils receive targeted interventions and make strong progress across the curriculum.

Resources

Resources at Sacred Heart Primary School include bi-lingual dictionaries, translation pens and picture books and internet translation tools as well as a bank of EAL vocabulary resources – all of which are centralised for use throughout the whole school.

Non-specialist EAL resources are also used in the teaching of phonics and to encourage discussion participation of EAL pupils. Resources utilised include: Lexia and Talk Boost.

Admitting New Pupils

A specific and planned system is in place to welcome new EAL arrivals to the school. Each class teacher is provided with a 'New EAL Arrivals' assessment pack, which includes a basic assessment to identify the knowledge and skills the children already possess. New arrival families must provide some basic information about their child. The children are integrated into classroom life as soon as they arrive.

EAL arrivals follow the same behaviour policy as the rest of the school with this being explained to them within their first few days of integration into the school. New arrivals who speak the same language as another member of their class or school will be buddied up with them and also a fluent English speaker for their first few weeks at Sacred Heart.

Parents/Carers and the Wider Community

The school strives to forge good working links with EAL parents and carers. We have also translated some vital school information into different languages and are currently reviewing which languages we could further translate information into in direct response to the different languages we are seeing at Sacred Heart and in the wider local community.

Any information/letters that are given out are fully electronic and can be translated by parents and carers and we ensure that parents of EAL learners are kept up to date with regular discussions with the school Reception and class teachers etc.

Each school year we hold an MFL week to encourage the use of foreign languages in which we study a language in each class to foster a sense of community at school and provide an inclusive environment for all foreign language speakers.

Staff Development

The school is committed to ensuring all staff have the knowledge and skills to support EAL learners effectively. Staff development is provided internally through:

- Training sessions led by the EAL coordinator or experienced teaching staff.
- In-house workshops focusing on practical strategies for language acquisition, scaffolding learning, and inclusive classroom practice.
- Peer observations and mentoring, enabling staff to share good practice and develop confidence in supporting EAL pupils.
- Access to internal resources such as the NASSEA framework, assessment packs, and teaching materials tailored for EAL learners.

By delivering training internally, the school ensures that professional development is ongoing, relevant, and aligned to the specific needs of our pupils and curriculum.

Review of Policy

This policy will be reviewed annually by EAL coordinator N Nixon

Final Points

For further information on EAL learners please references the following policies: Assessment Policy and Behaviour Policy.