

LONDON BOROUGH OF HAVERING



## ST. URSULA'S CATHOLIC PRIMARY

### ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

*"With God at the heart of our St Ursula's family, we welcome all  
as we learn and grow together"*

Autumn 2025

Every pupil at St Ursula's Catholic Primary School has the right to an outstanding education.

As a Rights Respecting School, our English as an Additional Language Policy that has been developed in line with the articles in the UNCRC (The United Nations Convention on the Rights of the Child). It is our aim to ensure that every child learns to the best of their ability within the rights-respecting ethos of the school.

### **Acts 2: 4-9**

***"All of them were filled with the Holy Spirit and began to speak in other languages, as the Spirit gave them ability. Now there were devout Jews from every nation under heaven living in Jerusalem. And at this sound the crowd gathered and was bewildered, because each one heard them speaking in the native language of each. Amazed and astonished, they asked, "Are not all these who are speaking Galileans? And how is it that we hear, each of us, in our own native language?"*** At St Ursula's we celebrate the spoken languages and see our pupils' ability to speak their native language and English as a gift from God.

#### **Aims**

The policy aims to raise awareness and to support 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); therefore raising pupil achievement and aspirations.

##### **1. Equality**

To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.

##### **2. Diversity**

To meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential.

##### **3. Belonging and Cohesion**

To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

#### **Objectives of the EAL Policy**

- To assist all EAL pupils to become fluent English speakers as quickly as possible.
- To assist and support all EAL pupils in their acquisition of English language skills.
- To develop staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities.
- To develop rigorous monitoring, evaluating and review systems.

The planning and delivery of the curriculum should take account of the language and learning needs of all pupils, providing equality of opportunity and inclusion for all.

#### **Provision**

- The school will nominate a named person as the Inclusion Manager to oversee EAL provision within the school.
- The Inclusion Manager will liaise with the assessment co-ordinator and class teachers to maintain a regularly updated register of pupils with EAL and their level of English acquisition (using the National Attainment Expectations) required support, reached expected and exceeded expected.

- The Inclusion Manager will work with class teacher(s), the EMA team advisors and/or any other relevant agencies in order to assess pupils' needs to help teachers plan and implement appropriate provision.
- Named Support for St Ursula's: [Michelle Wain | Adviser: EAL & Safeguarding | Havering School Improvement Service](#)
- Pupils with EAL will be able to participate fully in the school's broad and balanced curriculum.
- Pupil achievement will be monitored via a target-setting system using guidelines from *QCA A Language in Common 2000*, as appropriate.
- The class teacher will make effective arrangements for assessing attainment and progress, with support from the Inclusion Manager.
- Each class teacher will be expected to take responsibility for the pupils in their class, with support from the Inclusion Manager.

### **Philosophy**

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.

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 differentiation, 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, basic literacy skills.
- Providing ongoing support for more advanced learners of EAL through, for example, explicit teaching of a wide range of genres and registers, providing opportunities for pupils to redraft work (see Ofsted document "More advanced learners of English as an additional language in secondary schools and colleges").
- Selecting and using good quality visual aids and culturally relevant resources.

### **Admissions and induction**

- Background information about the pupil will be gathered via a pupil/parental meeting prior to the official start date and shared with key personnel.

- The school will provide a welcoming environment for newly arrived pupils with EAL, ensuring that peer buddies are allocated and pupils are familiarised with the physical structure of the school.

A model sequence for admissions and induction procedures is outlined in Appendix B.

### **Prioritisation for support**

We will aim to provide support for students with EAL under the following headings:

1. Newly arrived students with little or no English
2. Students at end of key stage working well below age-related expectations because of EAL
3. Students who are identified by the school as not making sufficient progress due to having EAL
4. Students who need specific help with grammar and syntax in lessons. N.B. Where this support involves withdrawing students from class, this will be time-limited and will be measured for impact.

Students with EAL who may also have special educational needs will be referred to the school's Inclusion Manager

Levels of Support will be informed by the 5 Stage Model for Language Acquisition found in Appendix C.

### **Links with parents**

At St Ursula's Catholic Primary School we encourage parental and community involvement by:

1. Providing a welcoming induction process for newly arrived pupils and their families/carers.
2. Use translators and interpreters, where appropriate and available, to ensure good links are made between the Family and the school.
3. Identify linguistic, cultural and religious background of pupils and establish contact with the wider Community.
4. Celebrate and acknowledge the achievements of EAL pupils.
5. Recognise and encourage the use of first language for developing positive links between school and home.
6. Key documents can be available in translated version on request

### **Monitoring and evaluation**

Pupils with EAL will be identified and details will be collated. All staff will be made aware of these details and the child's level of English acquisition as staff are expected to take responsibility for the language needs of the pupils with EAL in their class. The effectiveness of current practice will be monitored through regular target-setting and the analysis of pupil attainment levels.

Practice within this policy links to the schools' PSHE, Citizenship, Inclusion and Equal Opportunities statements and Social, Moral, Spiritual and Cultural guidance.

  
Signed: Headteacher

  
Signed: Governing Body

Signed: 16<sup>th</sup> September 2025

## **Appendix A**

### **Working definitions**

**EAL** stands for English as an additional language and recognises the fact that many children learning English in schools in this country already know one or more other languages and are adding English to that repertoire.

**Bilingual** is used to refer to those children who have access to more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages.

**Advanced learner of EAL** is a term used by Ofsted to describe children who have had considerable exposure to English and are no longer in the early stages of English language acquisition. These are children, often born in this country, who appear to be fluent in ordinary everyday conversational contexts, but who require continued support in order to develop the cognitive and academic language necessary for educational success.

**Minority ethnic group** is used in this publication for all those groups other than the white British majority. Although children from these groups may well form the majority in some school contexts, they are still members of groups in a minority nationally and will continue to be referred to as children from minority ethnic groups. Most children learning EAL are from minority ethnic groups. School Census data shows that only a very small percentage of EAL learners are white.

Source - *Excellence and enjoyment: learning and teaching for bilingual children in the primary years*, DfES 2006

### **Defining a pupil's first language for school data systems**

A first language other than English should be recorded where a child was exposed to this language during early development and continues to be exposed to this language in the home or in the community.

If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English.

In the case of an older pupil who is no longer exposed to the first language in the home, and who now uses another language, the school should consult with the pupil or parent to determine which language should be recorded.

Source - *Guidance for Local Authorities on schools' collection and recording of data on pupils' languages (in compliance with the Data Protection Act)*, DfES 2006

## Appendix B

### **Admission & induction procedures for pupils with EAL Pupils Arriving Out of Cohort**

#### **Admission Forms**

- LA informs school that pupil has accepted a place having transferred directly from another country/transfer forms indicate that pupil with EAL is transferring from another UK school.
- School's admission form asks if first language is other than English and if country of birth is other than UK.
- Explain why ethnicity data is collected.

#### **Initial meeting with pupil and parents**

- Head Teacher/Inclusion Manager invites family to admissions meeting. Interpreter employed for meeting, by school, if necessary. Interpreter employed for meeting, by school, if necessary.
- Essential information is collected at meeting regarding language, schooling, previous exposure to English, medical needs, interests and languages spoken by parents/carers. etc. Information sought on availability of previous school records and any previous SEN needs.
- Parents/carers informed of school requirements e.g. uniform, P.E. kit, swimming days, lunch arrangements, timing for start & end of days etc.
- Parents/carers are informed that pupil's start date is to be delayed by 2/3 days so that proper preparations can be made to support them. Mid-week starts can be less stressful for pupils.
- Tour of school given when possible.

**BEFORE** 

#### **Before pupils' Start date**

- Head Teacher/Inclusion Manager ensures that the class teacher receives relevant information gathered from admissions meeting and is informed of the pupil's start date.
- Two 'Peer Buddies' are selected from the class and the Inclusion Manager meets with them to train and prepare them for the arrival of the new pupil.
- Teaching staff are reminded by Inclusion Manager that proper preparations – in terms of lesson planning – must be undertaken before the pupil's start date and are reminded of the EAL teaching & learning resources available.
- Time allocated to EAL TA during settling-in period with new pupil.
- Dual-language resources acquired if appropriate.

**FIRST  
DAY  
& WEEKS**

#### **Pupil Starts School**

- Pupil is welcomed by Inclusion Manager and introduced to class teacher, EAL TA and peer buddies.
- Peer buddies help pupil to become familiar with school building, routines and essential language.
- Short daily sessions with EAL TA take place for the first 3-4 weeks for pupils who are very new to English. EAL induction packs/booklets are used as appropriate.
- Class teacher assesses the pupil using National Attainment Expectations within the first half-term – with support of Inclusion Manager/EAL TA as required.
- Inclusion manager/Class teacher is informed of pupil's attainment levels in English and records this on the database. If pupil is working at requires support to reach expected attainment they will be closely monitored and tracked during termly PPM/CAP meetings.
- Class teachers differentiate work for pupil, linked to class learning objectives, at appropriate level. Differentiation should usually be language, not process-based.
- Pupil is placed in middle sets/groups or above, unless known to have SEND, to ensure access to good role-models of spoken English.
- Regular contact maintained with parents/carers during settling-in period.
- If pupil is in Year 6, inform/liaise with LA re: secondary transition, personal centred

Many pupils with EAL will continue to benefit from support during their entire time at the school.

This chart details only key aspects of the admission and induction process.

## Appendix C

### 5 Stage Model for Language Acquisition

5 Stage Model for Language Acquisition	
<b>New to English</b>	<p>A child may:</p> <p>Use first language for learning and other purposes.</p> <p>Remain silent in the classroom.</p> <p>Copy/repeat some words and phrases.</p> <p>Understand some everyday English expressions but have minimal or no English literacy.</p> <p>Follow day-to-day social communication in English.</p> <p>Begin to use spoken English for social purposes.</p> <p>Understand simple instructions and follow narrative/accounts with visual support.</p> <p>Develop some skills in reading and writing.</p> <p>Become familiar with some subject specific vocabulary.</p> <p>A child at this stage needs significant support.</p>
<b>Early Acquisition</b>	<p>A child may;</p> <p>Participate in learning activities with increasing independence.</p> <p>Express themselves orally in English but structural inaccuracies are still apparent.</p> <p>Requires ongoing support in literacy, particularly for understanding text and writing.</p> <p>Follow abstract concepts and more complex written English.</p> <p>A child at this stage requires support to access the curriculum fully.</p>
<b>Developing Competence</b>	<p>A child may:</p> <p>Developing oral English well, allowing successful engagement in activities across the curriculum.</p> <p>Read and understand a wide variety of text.</p> <p>Written English may lack complexity.</p> <p>Demonstrate evidence of errors in grammatical structure.</p> <p>A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.</p>
<b>Competent</b>	<p>A child at this stage can operate across the curriculum to a level of competence nearing to that of a pupil who uses English as his/her first language. They may still make grammatical errors and need support to develop their linguistic skills.</p>
<b>Fluent</b>	<p>A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.</p>