

Strike Lane Primary School



English as an Additional Language (EAL) Policy

Policy Review Date	Personnel
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Introduction

At Strike Lane Primary School, we are committed to ensuring that every child or young person (CYP) succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of our multilingual CYP, enabling them to do the best they can within a positive, supportive, secure, and safe learning environment.

All CYP need to feel safe, accepted and valued to learn. For CYP who are learning English as an additional language (EAL), this includes recognising, valuing, and celebrating their home language and culture. As a school, we are aware that multilingualism is a strength and that EAL CYP 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 set out 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 CYP who have EAL and so to raise achievement.

Definition of EAL

According to the DfE, a Children or Young Person's (CYP) first language is defined as *any language other than English that a child was exposed to during early development and continues to be exposed to in the home or 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.

If they are identified as EAL when they join the school, they will continue to be EAL throughout their education journey, irrespective of their progress in English.

Statement of Aims

As a school we aim to:

- Provide a welcoming environment in which CYP will learn most effectively.
- Ensure that we collect all relevant information about new CYP and communicate essential information to all relevant members of staff through a robust admissions system.
- Provide appropriate support to CYP with EAL needs, both new arrivals and more advanced multilingual CYP.
- Provide an inclusive curriculum.
- Promote CYP's first languages across school and encourage and support discussion of learning (in first language) at home.
- Monitor CYP's progress regularly using an EAL Assessment Framework.
- Ensure CYP are making appropriate progress and can fully access the school curriculum.
- Support CYP who are at risk of under achieving.
- Communicate regularly with all parents, using appropriate interpretation services, if required.
- Celebrate the wide diversity of language and culture in our school community.

The Context of the School

We currently have a small number of children with English as an Additional Language in school and these children were born in the United Kingdom. The languages they are fluent in are Lithuanian, Latvian and Xhosa.

Key Principles

- Our CYP with EAL are entitled to opportunities for educational success that are equal to those of our English-speaking CYP.
- Collecting all relevant information accurately at the point of admission is key to being able to plan effectively for EAL CYP.
- Well planned lessons in appropriately organised classrooms provide the best environment for acquisition of English by CYP with EAL.

- The multilingualism of our CYP and staff enriches our school and our community.
- Communication and collaboration with families are key to successful education partnerships. Appropriate interpretation services are offered where required to ensure EAL parents are fully informed and involved in school life.
- 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). CYP with EAL are not placed on the SEN record, unless they have SEN. Consideration should be given to the best way to assess EAL CYP for SEN and use their first language if appropriate.
- It is important that CYP with EAL are provided with opportunities to use their home or first language and see it recognised in the school.
- Language develops best when used in purposeful contexts across the curriculum.
- 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.
- Although many CYP 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 ten years.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of CYP 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

The Headteacher has overall responsibility for EAL provision. This includes monitoring progress, maintaining an EAL register, ensuring staff are well informed about the background and additional needs of individual EAL CYP, supporting staff to liaise with families of EAL CYP.

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 CYP and to support their language development.

Teaching and Learning

- Classroom activities have clear learning objectives and use appropriate materials and support to enable all CYP to participate in lessons.
- There is a focus on both language and subject content in lesson planning.
- EAL CYP are encouraged to use their first language for learning, and bilingual dictionaries are provided, if appropriate.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.
- CYP have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support. Key vocabulary is introduced to EAL CYP in advance of lessons if this will improve their understanding.
- Learning progression moves from the concrete to the abstract.
- Steps are taken to ensure the cognitive challenge remains appropriately high for EAL CYP and is not reduced because the English language demand has been reduced. EAL CYP are not automatically placed in lower achieving groups because of their EAL needs.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- 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.
- Support is available for new arrivals from qualified staff who have received appropriate training and support.
- Any withdrawal of EAL CYP is for a specific purpose, is time-limited and linked to the work of the main class.

Planning, Assessment and Monitoring

- The planning of learning builds on the previous experience of all our children including those with EAL and considers their religious, cultural, and linguistic backgrounds.
- Targets are set for EAL CYP that are appropriate, challenging and are reviewed termly.

- General progress is monitored for EAL CYP termly and for specific interventions which may take place to enhance their English language ability children will be assessed as part of an ongoing process.
- Teaching staff and those delivering interventions for English as an Additional Language Programmes such as Racing to English liaise closely to check that the language being taught is at the appropriate level for the child.
- Where necessary the school can use the EAL/EDC team for support with assessment and learning programmes.

Resources

- The school uses the Racing to English scheme for children who need additional support with learning and understanding the English language
- Visual aids such as pictures are used and work is presented with dual coding (words and pictures).
- Visual timetables are available in all classrooms.
- All children from Y1-Y6 have access to iPads throughout the school day and these come with a range of translation tools.
- Online curriculum resources can be accessed through online platforms such as The Learning Village.
- Websites such as Learn English kids and Storynor can be accessed for audio stories and videos.
- Peer support from other children is often a vital resource.
- Interpreters can be accessed where necessary.

Admitting New CYP

- New families will be welcomed and given a tour of the school. Access to Language Line and/or interpreters will be available if required to ensure parents/carers can address any concerns or questions they may have.
- Information will be provided to parents about the education system in England if they are not already familiar with it. Information on uniform expectations, online systems (e.g. attainment, communication, homework), behaviour policies and school routines will also be provided in a format that is accessible to the parents (Translations, use of interpretation, as appropriate).
- Admissions forms will include specific questions about languages spoken at home, the CYP's competency in these languages and previous educational experience/ interests/ skills.

- This information will be available to all staff to ensure that language experiences and abilities are considered when planning lessons and support.
- Consideration is given to an adapted induction period. EAL CYP are likely to find the first few days extremely tiring and may benefit from a more flexible start.
- A visual timetable is provided for new EAL arrivals.
- All new arrivals to school are given a buddy or buddies to help them settle in over the first few days.
- Regular check-ins with the child are made by key staff such as Class Teacher; Teaching Assistant, Family Learning Mentor and Headteacher.

Parents/Carers and the Wider Community

- Families who are new to the school will be welcomed with an initial visit with the Headteacher. If necessary an interpreter will be provided to ensure all communications are understood.
- All of our written communication is electronic and can be translated through digital technology. If parents are unable to do this the school office can translate any written communications in print if necessary.
- The linguistic, cultural, and religious backgrounds will always be respected by all our staff in school.
- All our parents are welcomed into the school community and are invited to join in a range of events and groups such as school performances, class meetings, PTFA (The Friends of Strike Lane), class social media groups.
- Our school is a small, friendly community and as classes each have their own individual access to classrooms at the beginning and end of the day, socialisation amongst class groups of parents is encouraged and welcomed.

Staff Development

Responsibility for the progress and well-being of EAL CYP lies with all staff. Regular opportunities for will be provided for discussion of EAL issues. Continuing Professional Development will include updates on best practice and resources.

Equality, Diversity and Inclusion is a key feature of the School Development Plan and all staff will be involved in training and strategies to continue to enhance this across the school.

Where necessary the EAL/EDC team will be available for further support for the school and staff.

Review of Policy

This policy will be reviewed annually by the Senior Leadership Team