



Start children off on the way they should go, and even when they are old they will not turn from it." Proverbs 22:6

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

### POLICY

Adopted	J. Hackney
Committee	Standards
Review Date	September 2026

We are a Christian school where quality and opportunities make a difference. We value all children as unique 'Children of God' and nurture each other to show **LOVE** in our relationships and a **RESPECT** for all. We foster **HOPE** within our community and encourage children to find **PEACE** by creating times and places for stillness and reflection. We strive for excellence, inspiring dreams both now and in the future. We promote **POSITIVITY**, celebrate **COURAGE**, demonstrate **RESPONSIBILITY** and share **JOY** through...

**'Learning, loving, laughing in the light of Jesus'.**

## Purpose

The purpose of this policy is to outline the school's approach to identifying and meeting the needs of pupils who are classified as having English as an Additional Language (EAL). Forsbrook CE Primary is committed to ensuring that all pupils can access the curriculum, achieve their potential, and feel valued as members of our diverse school community.

## Definition

An EAL pupil is a pupil whose first language is not English. This includes pupils who are fully bilingual and those at different stages of learning English.

EAL pupils may be:

- Newly arrived from a foreign country and school.
- Newly arrived from a foreign country, but an English-speaking school.
- Born abroad but moved to the UK before starting school.
- Born in the UK but in a family where the main language is not English.

## Introduction

This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils, helping them achieve the highest possible standards.

We believe multilingualism is an asset. Research shows that maintaining more than one language benefits cognitive development and long-term academic achievement. Pupils are therefore encouraged to use and value their home language alongside English.

## Statutory Framework

This policy is informed by:

- **The Equality Act 2010** – ensuring equity of access and opportunity.
- **Ofsted Education Inspection Framework (EIF)** – promoting inclusion and achievement for all learners.
- **The SEND Code of Practice (2015)** – recognising that EAL is not a special educational need but that pupils may have both EAL and SEND.
- **Keeping Children Safe in Education (KCSiE)** – ensuring the safeguarding of all pupils, including those with EAL.

## Aims

- To ensure all pupils can access a broad and balanced curriculum.
- To welcome and value the cultural, linguistic and educational experiences that EAL pupils bring to school.
- To support EAL pupils in becoming confident and fluent in English in order to fulfil their potential.
- To build strong home-school partnerships with families, ensuring communication is inclusive and accessible.

- To develop staff expertise in supporting EAL learners through adaptive teaching.

## **Objectives**

- To assess the skills and needs of pupils with EAL and provide appropriate support.
- To maintain pupils' self-esteem and confidence by valuing their skills in their home language(s).
- To provide teachers and support staff with training and resources to meet EAL needs.
- To monitor pupil progress regularly, adjusting provision as needed.
- To report on EAL progress as part of whole-school self-evaluation and governor monitoring.

## **School/Class Ethos**

Forsbrok CE Primary seeks to ensure that all pupils are able to participate fully in school life. EAL learners make the best progress in a whole-school context, where they are educated alongside their peers.

- Classrooms are socially and culturally inclusive.
- Pupils' mother tongues are acknowledged and celebrated.
- Pupils are encouraged to use their home language for learning and communication, while also developing English.
- Staff recognise that it can take 1–2 years to become fluent in spoken English and 5–7 years to develop academic English.

## **Assessment**

- The **DfE Proficiency in English Scale (A–E)** will be used to assess new EAL pupils.
- Information from admissions and previous schools will inform planning.
- Teachers will record progress termly and share with the Inclusion/EAL Lead.

## **Teaching and Learning**

EAL pupils will access the full curriculum with appropriate support. Teachers will:

- Use adaptive teaching approaches to meet language needs.
- Provide opportunities for collaborative talk and structured discussion.
- Plan for explicit teaching of subject-specific vocabulary.
- Use visuals, scaffolds, and bilingual resources where appropriate.
- Encourage pupils to draw on prior knowledge and transfer skills across languages.
- Use technology (e.g. translation tools, immersive reader, visual dictionaries) to support access.

## **Support and Access**

- All pupils follow the full school curriculum.
- Additional in-class or small group support may be provided by Teaching Assistants or teachers.

- Pupils will not be routinely withdrawn from core curriculum subjects unless this supports their learning needs.

### **Family and Community Engagement**

- The school will use translation tools, interpreters, or bilingual staff where needed to support communication.
- Parents are encouraged to support home language development as well as English.
- EAL cultures and languages will be celebrated in assemblies, curriculum themes and school displays.

### **Monitoring and Evaluation**

- Pupil progress will be tracked on school systems and reviewed termly.
- Outcomes for EAL pupils will form part of the school's self-evaluation and will be reported to governors.
- The Inclusion/EAL Lead will review provision, share good practice and provide staff training.