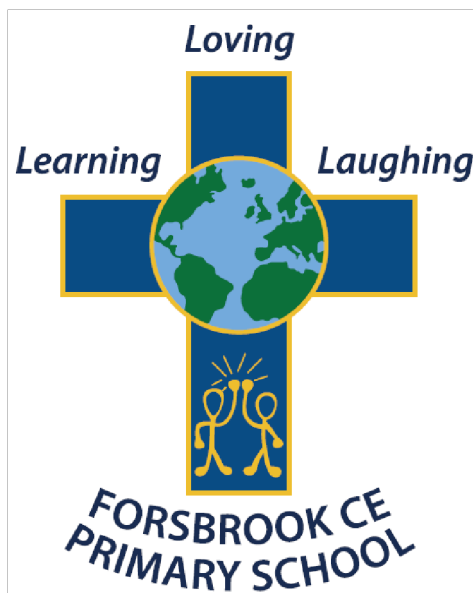




Start children off on the way they should go, and even when they are old they will not turn from it.”
Proverbs 22:6

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

POLICY

Policy Lead	J. Hackney
Committee	Standards
Review Date	September 2027
The scope of this policy is Forsbrook CE Primary School and Nursery OOSC	

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...

‘Loving, Learning, 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 School 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** – including the Public Sector Equality Duty (section 149), ensuring equity of access and opportunity for all pupils.
- **The Early Years Foundation Stage (EYFS) statutory framework** – setting the requirements that apply to children in our nursery and Reception provision.
- **Ofsted's Education Inspection Framework** – under which inclusion is an evaluation area in its own right.
- **The National Curriculum in England (2014)** – which requires teachers to take account of the needs of pupils whose first language is not English.
- **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) 2026** – ensuring the safeguarding of all pupils, including those who use EAL.

Keeping Children Safe in Education 2026 comes into force on 1 September 2026. This policy is written to that version and applies from that date.

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

Forsbrook CE Primary School 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.

Children in the Early Years Foundation Stage

Our school-led nursery takes children from birth to five. The EYFS statutory framework applies to this provision as well as to our Reception class.

- A child's home language will be established and recorded when they join the setting.
- Where a child's home language is not English, we will take reasonable steps to provide opportunities for them to develop and use their home language in play and learning, and to support their language development at home.
- We will ensure children have sufficient opportunities to learn and reach a good standard in English during the Early Years Foundation Stage.
- Staff will use gesture, visual cues, repetition and modelling to support early understanding.

- Where a child has little or no English, staff will consider carefully whether a delay in communication reflects language acquisition or an underlying need, and will seek advice before drawing a conclusion.

Assessment

- The school uses the **DfE Proficiency in English Scale (A–E)** to assess new EAL pupils. The scale is no longer collected through the school census, but we have chosen to retain it as a practical measure of proficiency and a predictor of attainment.
- Information from admissions and previous schools will inform planning.
- Teachers will record progress termly and share with the Inclusion/EAL Lead (Mrs J. Hackney).
- Assessment of a new arrival will not be rushed. A silent period is a recognised stage of language acquisition and is not, in itself, a cause for concern.

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. Only school-approved tools will be used, and pupils' personal information will not be entered into public translation or artificial intelligence services.

New Arrivals and Admission

- Families will be offered an admission meeting, with an interpreter where one is needed, to gather information about the child's languages, prior schooling and any additional needs.
- The Inclusion/EAL Lead will be informed of every new arrival who uses EAL.
- Each new arrival will be paired with a buddy and given a settling-in period, with key routines and classroom vocabulary taught explicitly.
- Where a child arrives in-year without prior school records, the school will make enquiries through Staffordshire County Council and record what is known.

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.
- As a local authority-maintained school, we can access specialist EAL support through the Minority Ethnic Achievement Service (MEAS), delivered by Entrust as part of the Special Educational Needs

and Inclusion Service. Its new arrivals support package is currently free of charge to local authority schools.

- Where an EAL pupil's progress is causing concern, the Inclusion/EAL Lead may request an advisory visit and a written report from MEAS.

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.

Safeguarding

- All staff understand that a language barrier may prevent a child from communicating a concern, and that a child's silence or compliance should not be read as contentment.
- Interpreters used for safeguarding conversations will be independent. Family members, other pupils and members of the child's own community will not be used to interpret in these circumstances.
- Concerns about a pupil who uses EAL are reported to the Designated Safeguarding Lead in the same way as for any other child, in line with the school's Safeguarding and Child Protection Policy.

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 annually to the Standards Committee.
- The Inclusion/EAL Lead (Mrs J. Hackney) will review provision, share good practice and provide staff training.

Linked Policies

- Safeguarding and Child Protection Policy
- SEND Policy
- Equality Information and Objectives
- Accessibility Plan
- Admissions Policy
- Curriculum Policy