Haynes Lower School & Nursery

English as an Additional Language (EAL) Policy

Policy Review:

This Policy will be reviewed every 2 years.

Reviewed	**June 2026**
Next Review	**June 2028**

1. Introduction

This policy states our approach towards identification of and meeting the needs of children who have English as an Additional Language (EAL). This policy applies to all children (including their parents) from our Nursery to Year 4.

2. Definition

EAL is defined as 'a child whose first language is not English, encompassing children who are fully bilingual and all those at different stages of learning English.'

EAL children 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 at some point before starting school
- Born in the UK, but in a family where the main language is not English
- Seeking Asylum or have refugee status

Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

3. Aims & Objectives

We aim to:

- Welcome and value the cultural, linguistic and educational experiences pupils with EAL contribute to the school
- Ensure strategies are in place to support pupils with EAL
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential
- Encourage children to practise and extend their use of English
- Encourage and enable parental support in improving children's language skills

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived pupils with EAL
- Assess the skills and needs of pupils with EAL
- Gather accurate information regarding children's backgrounds, cultures and abilities
- Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL
- Use all available resources to raise the attainment of pupils with EAL
- Systematically monitor pupils' progress, and adapt policies and procedures accordingly
- Ensure pupils with EAL are acknowledged for their skills in their own languages

4. Teacher responsible for pupils with EAL

Where there is no teacher responsible for pupils with EAL, this role is fulfilled by the SENCo. Their responsibilities include:

- Coordinating the efficient timetabling of pupils with EAL.
- Overseeing the assessment and targeting of children with EAL.
- Ensuring the procurement and appropriate use of resources to support pupils with EAL.
- Aiding staff in effective communication with parents and finding translators where appropriate.

5. The role of school staff members

All staff members have a responsibility to ensure the development of pupils with EAL. They will meet this responsibility by:

- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of pupils with EAL in their classrooms.
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.

6. Identification and Assessment

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil.
We will assess children's language through information from:

- Our New Starter Form
- Parents/Guardians
- Initial assessments and observations
- Any previous setting

Assessment is undertaken as a partnership between the class teacher, SENCo, parents/carers and pupil.

We will undertake a timely initial assessment to gauge pupils' English abilities in an informal manner that does not make the pupil feel isolated or inferior and this will be carried out using the form provided in Appendix 1.

Regular assessment of level of language acquisition will be carried out to ensure that challenging bespoke targets to accelerate progress are in place. Interventions are personalised, time limited and are monitored to ensure accelerated progress. In assessment of EAL children, competence in English is categorised on a five point scale using the DfE's EAL Classification Codes:

A New to English	The pupil may: • Use first language for learning and other purposes • Remain completely silent in the classroom • Be copying/repeating some words or phrases • Understand some everyday expressions in English by may have minimal or no literacy in English **Needs a considerable amount of EAL Support**

B Early Acquisition	The pupil may: • Follow day-to-day social communication in English and participate in learning activities with support • Begin to use spoken English for social purposes • Understand simple instructions and can follow narrative/accounts with visual support • Have developed some skills in reading and writing • Have become familiar with some subject specific vocabulary **Still needs a significant amount of EAL support to access the curriculum**
C Developing Competence	The pupil may: • Participate in learning activities with increasing independence • Be able to express self orally in English, but structural inaccuracies are still apparent • Be able to follow abstract concepts and more complex written English • Literacy will require ongoing support, particularly for understanding text and writing **Requires ongoing EAL support to access curriculum fully**
D Competent	• Oral English developing well, enabling successful engagement in activities across the curriculum • Can read and understand a wide variety of texts • Written English may lack complexity and contain occasional evidence of errors in structure • Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary **Needs some/occasional EAL support to access complex curriculum material and tasks**
E Fluent	• Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language **Operates without EAL support across the curriculum**

N – Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency.

7. Support

Provision for learning needs is best expressed in terms of 'learning support' – an umbrella term indicating the provision for a variety of types and levels of need, including SEND, EAL and 'More & Most Able'. This provision encompasses curriculum planning and resources to enable children to access the curriculum and make progress in their learning.

All EAL pupils will be provided with opportunities to make good progress. EAL children in the Early Years will be provided with reasonable steps to learn and play in their home language.

Class teachers have responsibility for ensuring that pupils can participate in lessons and will have awareness of good practice in providing for EAL pupils within the classroom.

We aim to address the needs of EAL pupils within the classroom. However, there will be times when it will be appropriate for children to be withdrawn from lessons to receive focused support.

8. Classroom practice

Teachers have high expectations of all pupils, regardless of gender, ethnicity, social background or English ability.

Classroom activities will be matched to pupils' needs and abilities and teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.

Where possible, the following practices will be utilised to improve pupils' literacy:

- Utilisation of the pupil's first language expertise
- The provision of writing frames
- The use of props

Language skills will be developed through:

- Collaborative activities involving spoken communication
- Feedback opportunities and conversations
- Good models provided by peers

Active participation will be encouraged by:

- Grouping pupils in mixed ability groups to develop language skills
- Assessment methods will allow pupils to show what they can do in all curriculum areas
- Visual supports are utilised where possible
- Prior to any one-to-one support, the pupil is informed of the purpose of the session

9. Working with parents and carers

Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of pupils with EAL. To aid this partnership, the school will:

- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions
- Provide interpreters for meetings when needed
- Ensure the language used in letters to parents is clear and straightforward
- Where appropriate, have teachers read through the letter with children before sending the letter home, to ensure the message is clear
- Where necessary, ensure translations of school documents are carried out and provided to parents of pupils with EAL.
- Encourage parents to attend parents' evenings and participate in school functions.
- Encourage parents to become involved with homework through shared reading schemes and language-based homework

10.Special educational needs (SEN)

A child is not regarded to have SEN solely because their home language is different from the language in which they are taught at school, however a proportion of pupils with EAL may have one or more types of SEN and it is imperative that this is identified at an early stage.

Assessments of SEN of pupils with EAL will involve EAL specialists along with SEN specialists. Where appropriate, we will arrange an assessment in the child's first language.

SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy.

11.Monitoring and Recording

It is the responsibility of the class teacher, with support from the SENCo, to maintain up to date records of EAL children in their class. The SENCo collates information and arranges a baseline for EAL children and maintains a register of EAL children, identifying stages.

Appendix 1- First Language Assessment Form

Pupil's name:	**Language:**
Assessed by:	**Date:**

Answer the following questions in relation to age related expectations:	**Y/N**
Is the pupil's social/linguistic behaviour age-appropriate? **Notes:**	
Does the pupil understand a range of questions, instructions and a story, told in their first language? **Notes:**	
Is the pupil's speech clearly articulated? **Notes:**	
Is the pupil able to speak accurately at a social level? **Notes:**	
Is the pupil's vocabulary appropriate/sophisticated/limited? **Notes:**	

Does the pupil use correct grammatical structures? **Notes:**	
Can the pupil talk about the past, present and future using correct verbal forms? **Notes:**	
Do you have any concerns? **Notes:**	
Do you have any comments regarding the pupil's social interaction with you during the assessment? **Notes:**	
Can the pupil read and write in their first language? **Notes:**	
Can the pupil complete age-appropriate mathematics tasks with limited language context? **Notes:**	