Ladygrove Primary School and Nursery

EAL Policy

Written September 2026

Due for review September 2027

This policy sets out our school's aims, principles and approaches to ensuring that pupils who use English as an additional language (EAL) fulfil their potential.

1. Our Vision

All pupils need to feel safe, accepted and valued in order to learn. For pupils who use English as an additional language, this includes recognising and valuing their home language, culture and background. We recognise multilingualism as a strength and value the contribution that EAL learners make to our school community. We take a whole-school approach through our ethos, curriculum, inclusive practice, anti-racism education and promotion of language awareness.

2. Aims and Objectives

This policy aims to raise awareness of the school's responsibilities and to guide planning, organisation, teaching, assessment and the effective use of resources. It supports staff to identify and remove barriers, meet the needs of pupils who use EAL and secure strong progress and achievement from each pupil's starting point.
The National Curriculum provides an entitlement to a broad and balanced education for all pupils. At Ladygrove, pupils who use EAL have equal access to the curriculum, enrichment and wider school life. We promote equality of opportunity, fairness and respect through the education and pastoral support we provide.

3. Context

Pupils who use EAL are a diverse group. They may be newly arrived in England or belong to long-established multilingual communities, and their educational experiences, literacy in home languages and proficiency in English will vary considerably. Local and school figures are reviewed annually using the latest school census data rather than treated as fixed throughout the life of this policy.

- Some are from well-established communities, while others are new to the language and culture of this country.
- Some EAL learners are isolated learners and may be the only speaker of their language in their class or school, while others belong to much larger language communities.
- Some pupils have attended school and are literate in their home language on arrival whereas others may have had no previous formal education.
- They have differing levels of competence in English:
  some pupils are new to English

  some have developed conversational fluency, but still require support with the more academic demands of the curriculum

  some have very well-developed skills in listening, speaking, reading and writing in English, and do not require additional support
- Some children may have experienced trauma, which will have an impact on their learning.

For school census purposes, first language is recorded in accordance with current Department for Education guidance. A pupil may use EAL regardless of nationality, country of birth, immigration history or fluency in English. The EAL indicator must not be treated as a measure of English proficiency; proficiency should be assessed separately to inform teaching and support.

In our school:
• 40 pupils (9%) use English as an additional language.
• 15 languages are represented within our school community.

Information is gathered about:
• pupils' linguistic background and competence in other language/s
• pupils' previous educational experience
• pupils' family and biographical background
A named member of staff has responsibility for leading and coordinating EAL provision.

4. Key principles of additional language acquisition

- Pupils who use EAL are entitled to access the full National Curriculum. Every teacher is responsible for supporting both subject learning and the language needed to access it.
- Teachers identify and explicitly teach the vocabulary, sentence structures and text forms required in each curriculum area.
- Home languages are recognised, valued and used as a resource for learning. Families should be encouraged to continue developing their strongest language or languages.
- Conversational fluency can develop before the academic language required for successful learning; support is therefore based on assessed proficiency and curriculum need, not on assumptions about time in school.
- Language develops most effectively through purposeful interaction across the curriculum, including structured talk, reading and writing.
- Teaching and support staff model accurate, ambitious and age-appropriate spoken and written English.
- Prior knowledge and skills developed through a pupil's home language support additional language learning.
- EAL is not a special educational need or disability. Where concerns remain after appropriate language support and assessment, staff follow the school's graduated approach to SEND and work jointly with the SENDCo and EAL lead.

5. Teaching and Learning

Staff can help pupils learning English as an additional language in a variety of ways:

- Classrooms are arranged to be socially and culturally inclusive.
- Teachers recognise and value each pupil's home language, culture, prior learning and strengths, building confidence and supporting multilingual development over time.
- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, structures and text types 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. Pupils 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.

- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

6. Mental Health, Wellbeing and Safeguarding

At Ladygrove, we promote mental health and wellbeing throughout our ethos, curriculum and pastoral provision. Pupils who are new to English, a school or the country may need additional time, reassurance and support to settle. Staff remain alert to anxiety, isolation, racism, bullying, bereavement, displacement, interrupted education and trauma, without assuming that these experiences apply to every EAL learner. Concerns are recorded and addressed through the school's usual pastoral and safeguarding procedures, with interpreters used where needed to help pupils and families communicate safely and effectively.

7. Planning, monitoring and evaluation for EAL

- Targets for EAL learners are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL learners incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

8. Special Educational Needs and Disabilities and More Able Pupils

- Needing support to develop English does not, in itself, indicate SEND.
- Assessment considers the pupil's proficiency in English, progress over time, prior education, development and performance across languages where reliable evidence is available.
- Where SEND is identified, pupils who use EAL have equal access to the school's SEND provision and reasonable adjustments.
- More able pupils who use EAL receive appropriate challenge and equal access to enrichment and extension opportunities.

Inclusion:
We promote equality of opportunity for every pupil and seek to remove barriers to participation and achievement across the full curriculum. We do not discriminate unlawfully on the basis of any protected characteristic and we challenge prejudice, racism and discriminatory language or behaviour.
https://www.gov.uk/discrimination-your-rights

9. Assessment and record-keeping

- All pupils who use EAL are assessed through the school's usual curriculum and assessment systems, with appropriate access arrangements and scaffolding where needed.
- On admission, staff establish a baseline that includes listening, speaking, reading and writing in English, alongside relevant information about prior education and literacy in other languages.
- English-language proficiency is assessed using the school's agreed EAL assessment framework, currently informed by The Bell Foundation's EAL Assessment Framework for Schools, rather than inferring proficiency from National Curriculum attainment alone.
- Progress is regularly monitored through observation, pupil work, structured assessment and discussion with pupils and families. Targets are reviewed and teaching is adapted in response.
- Where progress causes concern, staff consider factors beyond EAL and seek evidence across languages where this is practicable and reliable, working with the SENDCo and external professionals as appropriate.
- Assessment is sensitive to pupils at early stages of English acquisition, including those who are listening and observing before speaking. High expectations are maintained and pupils are not routinely withdrawn from appropriate curriculum learning.

10. Resources

Pupils who use EAL have access to age-appropriate resources including bilingual and dual-language texts, dictionaries, key vocabulary, visual timetables, objects, photographs, maps, audio, technology and translation tools. Resources are checked for accuracy, accessibility and cultural relevance. Where translation technology is used, staff apply professional judgement and do not rely on automated translation for sensitive, safeguarding or high-stakes communication.

Pupils are principally supported through high-quality, adaptive teaching within the classroom. Additional targeted support is provided where assessment identifies a clear need, is time-limited and reviewed for impact, and does not unnecessarily narrow access to the curriculum.

11. Parent, Carer and Community Involvement

Staff strive to encourage parental and community involvement by:

- providing a welcoming induction process for newly arrived pupils and their parents or carers;
- gathering accurate information about languages used, prior education, strengths, interests, health, wellbeing and any additional needs;
- using plain English and, where needed, translated information and suitably competent interpreters to support effective communication;
- not relying on children to interpret sensitive, safeguarding or high-stakes information for adults;
- identifying and respecting pupils' linguistic, cultural and religious backgrounds and making links with the wider community where appropriate;
- seeking pupil and parent voice and using feedback to improve provision;
- helping families understand how to support learning at home, including the continued development of the home language or languages

12. Key Responsibilities and Staff Development

The governing body and headteacher retain strategic oversight of EAL provision. The named EAL lead coordinates induction, assessment, monitoring, staff guidance, resources and communication with families and external services. Class teachers remain accountable for the progress, curriculum access and wellbeing of pupils who use EAL, and support staff work under teachers' direction.

The EAL lead liaises with senior leaders, the SENDCo, designated safeguarding lead, teaching and support colleagues, governors and appropriate external services to strengthen provision for pupils and families.

Teaching and support staff receive appropriate professional development in EAL pedagogy, adaptive teaching, assessment, anti-racist practice, working with interpreters and distinguishing language-acquisition needs from SEND. Leaders monitor implementation and evaluate impact through assessment information, work scrutiny, lesson visits, attendance, wellbeing information and pupil and parent voice.

Policy- Document Status			
Date of Policy Creation	**September 2026**	**Named Responsibility**	**Ruth Morgan**
Date of review completion	**N/A**	**Named Responsibility**	**Pupils, Staff, Parents and Governors**
Inception of new Policy	**September 2026**	**Named Responsibility**	**Joanne Weichlbauer / FGB**
Date of Policy Adoption by Governing Body		October 2026	