



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

This policy covers all pupils including the Early Years Foundation Stage (EYFS)

Introduction

St David's values every pupil as an individual and is committed to meeting their needs while fulfilling all statutory inclusion requirements. All pupils follow the National Curriculum (2014), and we provide learning opportunities that enable all pupils to access the curriculum and to make good progress. We take all reasonable steps to support pupils learning English as an additional language (EAL).

This policy outlines how St David's supports pupils with EAL across the curriculum and wider school life. It is reviewed bi-annually or as needed.

As a linguistically rich community with over 25 languages represented, we recognise the importance of valuing and supporting every language spoken in our school. This diversity strengthens our community and enriches learning for all.

We view bilingualism as a strength and value the cultural and linguistic contributions of our EAL pupils. By removing barriers to learning, we aim to ensure they can fully participate in school life and achieve academic success.

Aims

It is the aim of the School that every pupil with EAL is able to:

- Feel fully included in all aspects of school life, both academic and pastoral.
- Reach their full potential.
- Develop confidence and pride in their linguistic and cultural identity.
- Use a range of languages including everyday English and technical and scientific language.
- Express themselves confidently in a range of situations on a variety of subjects to differing audiences.
- Express themselves in both spoken and written English.
- Rely on the support of adults within the classroom and in small groups where and when they need it.
- Have access to a range of resources which will aid their learning

The School also endeavours to provide the parents of pupils with English as an additional language with any support they may need throughout their child's school career, with translators being used (if appropriate) to afford them the same accessibility to knowledge of their child's progress as all other parents.

Admitting new pupils

We acknowledge that starting a new school can be a daunting process. We recognise the importance of links between home and school. All families are encouraged to work with school to help the development of their child. We welcome and embrace parents into school.

We follow the school's normal admittance procedures by contacting previous schools and collecting and recording the following additional information:

- Country of origin
- Pupil's first language
- Other languages spoken at home/by pupil
- Links with pupils already in school
- Pupil's educational background

As with all prospective or new pupils, parents/carers and pupils are offered the opportunity to take a tour of the school and be introduced to key personnel. They are provided with appropriate information about the school. Care is taken to ensure we know how to say names and how to address parents and pupils appropriately.

If it is deemed necessary, an initial language assessment will be completed within the first few weeks of entry to determine the pupil's level of English proficiency and identify any areas requiring support.

Identification and Assessment

- All pupils with a language other than English spoken at home (information provided by parents on admission to the school), are placed on the EAL register
- Teachers use classroom observation, baseline assessments, work scrutiny and discussion with parents to identify specific EAL needs
- Progress is monitored termly and compared with peers to ensure pupils are on track to meet age-related expectations
- Assessment information is shared with relevant staff to ensure consistent support

EAL and Early Years

In the Foundation Stage we find that this environment is the perfect place for pupils with EAL to develop their language skills through active play and talk.

The Foundation Stage helps pupils learning English as an additional language by:

- Building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English.
- Providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults.
- Modelling good language
- Repetition
- Immersing pupils in a language rich environment
- Working closely with families to understand each child's language background and ensure that home language development is valued and supported
- Using visual supports, gestures and consistent modelling to aid understanding
- Monitoring children's communication and language progress and adapting provision accordingly

EAL in Key Stages 1 and 2

We will ensure that EAL pupils:

- Have access to the whole curriculum
- Have adapted resources, tasks and outcomes to ensure EAL pupils can access age-appropriate learning
- Have access to visual scaffolds, word banks, sentence frames and pre-teaching of vocabulary, where appropriate
- Are taught with their peers
- Are given time to process thinking and talking in a new language
- Are placed in groups with fluent English speakers who will provide them with good language models
- Are placed in as high a set as possible ie. with their intellectual/academic equals
- Are not placed with Learning Support pupils unless they have learning needs
- Are not subjected to standardised reading tests in order to place them in teaching groups.
- Are encouraged to use their first language to support learning, including through dual-language texts

The placement of EAL pupils in a lower year group might be considered but we will only do this after careful consideration and discussion with parents.

Teaching and Learning

The staff at St David's:

- Understand that all teachers are responsible for meeting the needs of EAL pupils in their class
- Provide a secure and intellectually challenging learning environment.

- Plan for and provide appropriate stimuli and opportunities for language development.
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons.
- Consider our own language use and provide suitable contextual clues for EAL pupils.
- Are aware that our school culture and environment (e.g. teaching, learning, procedures, routines and practices) may differ from the school culture that our EAL pupils are familiar with.
- Plan for and provide specific time for pupils with EAL needs.
- Are aware that an EAL pupil's social language (normally acquired in around 2 years) may be much more advanced than their academic language, which can take 7-10 years to reach native-speaker levels.
- Pre-teach topic/subject relevant vocabulary where appropriate.
- Provide curriculum-related opportunities to develop listening, speaking, reading and writing skills.
- Provide good language role models for social interaction in learning activities.
- When necessary, provide spoken and written, curriculum-specific, language models for EAL pupils e.g. writing frames.
- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use, (formality, politeness, etc.) genre features and characteristics (narrative, reports, etc.).
- Provide opportunities for bilingual learners to write in their language and compare with English.
- Provide dual language texts.
- Promote language and study skills and attitudes that enable EAL pupils to become independent learners.
- Encourage parents/carers participation in EAL pupils learning
- Ensure that assessment practices are fair and take account of pupils' developing English proficiency

Monitoring and Tracking Progress

- The EAL Co-ordinator and class teachers review progress termly.
- Assessment information is used to adjust provision and identify pupils requiring additional support.
- Progress is shared with parents through reports, meetings and informal communication.
- Where concerns arise, the EAL Co-ordinator works with the SENDCo to determine whether additional needs are present.

The role of the EAL Co-ordinator

The EAL Co-ordinator:

- Keeps an up-to-date record of all languages spoken and distributes to staff annually, to ensure that all staff are aware of pupils' language profiles and support strategies
- Liaises with the Head Teacher.
- Liaises with the Form Teachers.
- Keeps copies of pupil records and assessments to monitor the progress of pupils with EAL vis-à-vis the attainment of other pupils in the school.
- Represents the school on INSET courses and feeds back to school staff.
- Arranges INSET sessions in school for staff as appropriate.
- Purchases resources to support the learning of pupil's with EAL, with a budget specifically provided.
- Maintains a central store of appropriate resources for use by staff within the school.
- Liaises as necessary with the parents of pupils with EAL and find interpreters/ translators for report meetings/parents evenings etc.
- Promotes bilingualism within the school through displays, assemblies, multicultural days, visitors, books etc.
- Works with teachers to embed EAL provision across the curriculum.

Special Educational Needs and Disabilities (SEND)

It is important to make a distinction between pupils for whom English is an additional language and pupils for whom English is an additional language with special educational needs. The class teacher will consult with the SENDCO when a pupil with EAL is also thought to have SEND.

Equal Opportunities

All pupils are given equal access to the curriculum regardless of their ability, age, gender, physical ability, race, religion or social background or due to their level of English proficiency. Pupils with English as an

additional language are supported through differentiated work. The school ensures that all information for parents is accessible, with translation or interpretation available where appropriate.

This policy is in compliance with the current version of 'Keeping Children Safe in Education' (DfE) and is to be read in conjunction with the following related policies:

Admissions

Child Protection & Safeguarding

Curriculum

Equality

Special Educational Needs and Disability

All Early Years Policies

Policy reviewed by	J Mitchell
Reviewed and approved by SLT	June 2026
Approved by St David's Policy Sub Committee	July 2026
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