




NERROLS
PRIMARY SCHOOL
AND NURSERY

Nerrols Primary School and Nursery

English as an Additional Language (EAL) Policy

Lead reviewer	Headteacher
Approving board/ committee	The Local Governing Board
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Signed (Headteacher)	
Signed (Chair of Governors)	

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Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to children whose main language at home is a language other than English.

It is frequently acknowledged that maintaining at least 2 languages is an advantage for later academic achievement. Children who speak EAL may need support to access curriculum content that is delivered in English, due to gaps in language knowledge. Children with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

This policy has been established to ensure all children with EAL at the school are given the best chance possible to reach their full potential.

Nerrols primary School and Nursery aims to:

- Welcome the cultural, linguistic and educational experiences children with EAL contribute to the school.
- Ensure strategies are in place to support children with EAL.
- Enable children with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived children with EAL.
- Assess the skills and needs of children 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 children with EAL.
- Use all available resources to raise the attainment of children with EAL.
- Systematically monitor children's progress, and adapt policies and procedures accordingly.
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English.
- Ensure children with EAL are acknowledged for their skills in their own languages.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Childcare Act 2006
- Education Act 2002
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE 'The Equality Act and schools'
- DfE 'Promoting the education of looked after children and previously looked after children'
- DfE 'Equality Act 2010: advice for schools'
- DfE 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Admissions Policy
- Children Looked After Policy
- Anti-bullying Policy
- Safeguarding and Child Protection Policy

2. Roles and responsibilities

The Board of Directors and Local Governing Board of Nerrols Primary School and Nursery will have overall responsibility for the implementation of this policy.

The Headteacher will be responsible for:

- Ensuring that those who are teaching or working with children with EAL are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review children's progress during the academic year.
- Appointing a member of staff to lead on the school's approach to supporting children with EAL.
- Providing the EAL lead with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against children with EAL.
- Ensuring that the approach to the curriculum includes how it is made accessible for children with EAL.

The EAL Leader will be responsible for:

- The induction of newly arrived children.
- Conducting initial assessments of children with EAL.
- Teaching small groups of children with EAL and providing classroom support.
- Liaising with teaching staff on support for children with EAL.

- Advising on strategies to support and include children with EAL and on ways to differentiate work for children with EAL.
- Encouraging and supporting children to maintain and develop their first language.
- Facilitating children's use of first language national examinations.
- Developing relationships between the school and parents of children with EAL.
- Securing and providing training to ensure staff development.
- Acting as consultants to staff on language-related issues and equal opportunity and race equality issues.
- Ensuring continuity of support and maintaining contact with other professionals involved, as well as parents and children.
- Working closely with the SENCO to develop individual transition plans tailored to the specific needs of children with additional needs.

All staff members will be responsible for:

- 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 children with EAL in their classrooms.
- Identifying children with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the child.
- Planning activities that aim to ease children's anxieties and make them feel prepared for their next stage of learning.

3. Support

Where a child with EAL is assessed as having little to no English, support will be provided in the form of induction support. These support groups focus on practical, everyday English. During the induction period, typically lasting 6 weeks but varying dependant on children's progress, children will still take part in a range of curriculum areas.

In-class support and small group work is utilised as soon as the child can be successfully integrated into the classroom environment. The child will still spend time with their intervention support adult on a daily basis.

4. Inclusion

We utilise a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and children, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a child's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of children is the responsibility of the entire school community.

- Mainstream and support departments will work together to ensure optimal outcomes are achieved.
- Diversity will be valued, and classrooms will be socially inclusive.
- Teachers will be knowledgeable about children's abilities in English and use their knowledge to inform lesson planning and planning will accommodate low levels of English, whilst maintaining the subject content and level of challenge.
- Where large groups of children with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve children's understanding of English.

5. Initial assessments

When children first join our school, we will undertake an initial assessment to gauge their English abilities in an informal manner that does not make the child feel isolated or inferior.

The assessment will be carried out using the form provided in [Appendix 1](#) and this will be used to inform teaching and lesson planning. Initial assessments are carried out by the EAL Leader, and completed assessments are held on the child's profile. The child and their parents may view the assessment at any time.

6. Classroom practice

Teachers have high expectations of all children. Classroom activities will be matched to children's needs and abilities with visual supports being utilised where possible.

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 children's literacy:

- Utilisation of the child'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.

When talking to children with EAL, teachers will:

- Be face to face.
- Gain their attention first.
- Demonstrate their meaning with actions.
- Give thinking time without extra language input.

Teachers will be encouraged to use the "say less and stress, go slow and show" approach, meaning that they will::

- Say less – by using short, simple sentences with proper grammar.
- Stress what's important – by making important words stand out with their voice.

- Go slow – by speaking slower and adding pauses.
- Show meaning using non-verbal cues – by using actions, gestures, objects and pictures when speaking.

Active participation will be encouraged by:

- Grouping children in mixed ability groups to develop language skills.
- ‘Expert’ readers and writers present in each group to provide assistance and model language.
- Having layers of participation planned into activities, giving children time to watch what is going on.
- Using “ladder steps”, taking the child through one step at a time.
- Noticing and valuing verbal and non-verbal communication.

Classroom displays will reflect cultural and linguistic diversity.

Assessment methods will allow children to show what they can do in all curriculum areas.

Bilingual dictionaries are available to aid children with EAL and dual language textbooks are available and used where possible.

Prior to any private tuition or one-to-one support, the child is informed of the purpose of the session and the objectives.

7. Access to the curriculum

The needs of children with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:

- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is utilised to provide greater understanding of key concepts.
- There are opportunities for children to use their first language in the classroom.
- The support requirements of children with EAL are identified and the support is made available.

8. Working with parents

Liaison with parents is vital to the creation of a strong home and school partnership, which can ensure the development of children with EAL. To aid this partnership, we 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 children with EAL.
- Encourage parents to attend parents’ evenings and participate in school functions.

- Invite parents to school to help with class activities, such as cooking, reading and class outings, where appropriate.
- Encourage parents to become involved with homework through shared reading schemes and language-based homework.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

9. Children with SEND

A child is not regarded to have SEND solely because their home language is different from the language in which they are taught at school.

A proportion of children with EAL may have one or more types of SEND and it is imperative that this is identified at an early stage. Assessments of SEN of children with EAL will involve EAL specialists along with SEND specialists.

Where appropriate, we will arrange an assessment in the child's first language and SEND support will be decided on an individual basis in the manner outlined within the school's Special Educational Needs and Disabilities (SEND) Policy.

We will ensure that the parents or carers of a child with SEND are not prevented from presenting their views throughout the process and are clearly informed at every stage.

10. Monitoring and Review

The headteacher will review this policy on an annual basis, considering feedback from practitioners on the effectiveness of the identified support for transition and in light of changes to the law or statutory guidance, and will make any changes necessary.

The next scheduled review date is January 2027.

First Language Assessment Form

Child's name	
Assessed by	
Language	
Date	

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

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