

St John's Church of England Primary School

English as an Additional Language Policy



Date agreed: March 2026

Gather, Grow, Go - The Parable of the Mustard Seed (Matthew 13: 31-32)

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Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to pupils 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. Pupils with EAL may need support to access curriculum content that is delivered in English, due to gaps in language knowledge. Pupils 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 pupils with EAL at the school are given the best chance possible to reach their full potential.

St John's aims to:

- Provide a welcoming environment in which pupils will learn most effectively
- Provide support to pupils with EAL needs.
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.
- 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.
- Maximise opportunities to model the fluent use of English.

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
- LAC Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy

Roles and responsibilities

The governing board 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 pupils with EAL are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Appointing a member of staff to lead on the school's approach to supporting pupils with EAL.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with EAL.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with EAL.

The EAL lead will be responsible for:

- The induction of newly arrived pupils.
- Conducting initial assessments of pupils with EAL.
- Teaching small groups of pupils with EAL and providing classroom support.
- Liaising with teaching staff on support for pupils with EAL.
- Advising on strategies to support and include pupils with EAL and on ways to differentiate work for pupils with EAL.
- Developing relationships between the school and parents of pupils with EAL.
- Securing and providing training to ensure staff development.

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

Support

At St John's we are committed to provide appropriate support for pupils with EAL. The support given will depend on the language ability of the child.

When a pupil with EAL arrives at school, they with their parents, will meet with the EAL Specialist teacher who will complete an 'EAL Pupil Profile'. This is where background information is taken to help with working out the support a pupil may or may not need.

Once the pupil starts an EAL Initial Assessment is undertaken to assess the language ability of the pupil. When this is completed the relevant support will be given.

Some pupils will complete their English lessons in a small group with EAL Specialist teacher in order to give them enough language to be able to access the National Curriculum. Other pupils will work in their class but may be withdrawn to undertake intervention lessons.

Other support is given where necessary in the forms of 1-1 support and group work. The aims being to equip the pupil with enough language and understanding to access the National Curriculum.

Inclusion

The school utilises 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 pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of pupils is the responsibility of the entire school community.
- Diversity will be valued, and classrooms will be socially inclusive.
- Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning and schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.
- Where large groups of pupils with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve pupils' understanding of English.

Initial assessments

When pupils first join the school, they will undertake an initial assessment to gauge pupils' English abilities in an informal manner that does not make the pupil feel isolated or inferior.

Initial assessments are carried out by the EAL lead, and completed assessments are held on the pupil's profile.

Teachers of the pupil will be allowed access to the assessment to inform their teaching and lesson planning. The pupil and their parents may view the assessment at any time.

Classroom practice

Teachers have high expectations of all pupils.

Classroom activities will be matched to pupils' needs and abilities with visual supports being utilised where possible.

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.
- The use of Language Through Colour.

Language skills will be developed through:

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

When talking to pupils with EAL, teachers will:

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

Active participation will be encouraged by:

- Grouping pupils 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.

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

iPads are available to aid pupils with EAL, with the use of a translator app.

Access to the curriculum

The needs of pupils 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 pupils to use their first language in the classroom, mainly in KS2.
- The support requirements of pupils with EAL are identified and the support is made available.

Working with parents

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

- Ensure the language used in letters to parents is clear and straightforward.
- Where appropriate, have teachers read through the letter with pupils 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.
- Invite parents to school to help with class activities such as school trips.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

Pupils 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 pupils 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 pupils with EAL will involve EAL specialists along with SEND specialists.

Where appropriate, the school 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.

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