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ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY STATEMENT AND GUIDELINES

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WOSLEY HOUSE PRIMARY SCHOOL



HEADTEACHER: MR S POWELL  
CHAIR OF GOVERNORS: MR M PEATFIELD

# English as an Additional Language (EAL) Policy Statement and Guidelines

## New Arrivals – Admissions - Guidelines

### Statement of Intent

We provide an education for everyone, which is acknowledged and enriched by the diversity of ethnicity, culture and faith of our pupils. We believe that the curriculum must reflect this diversity and that successful education is achieved by sharing the experiences and cultural backgrounds of all our children.

We provide equality of access to the curriculum for all our pupils, including those for whom English is an Additional Language. This is achieved by a whole school approach and by the direct language support from an EAL support teacher.

We believe we have created a learning environment that allows all children to experience, understand and celebrate diversity. A learning environment that includes a varied range of teaching and learning strategies, multicultural and multilingual resources, displays and whole school celebrations that embrace a wide range of world cultural events.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010. The school has a duty to promote race equality in line with the requirements of the Race Relations Amendment Act (2000)

Wolsey House Primary School has a significant number of pupils who use English as an additional language. We recognise that cultural and linguistic diversity is a rich resource for the whole school. We also recognise that pupils' achievement is linked to a welcoming environment in which they feel valued and confident. Building on pupils' knowledge of other cultures and languages will support EAL learners in becoming confident speakers and writers of English in all areas of the curriculum.

## **Aims**

We aim to ensure that pupils can see their languages, culture and identity reflected in the classrooms and the wider school environment and through an inclusive curriculum which celebrates diversity. We also aim to ensure that parents understand the new educational system in which their child is now a participant by working in partnership with parents to support learning at home.

1. Pupils learning English as an additional language are entitled to full access to the National Curriculum. English is best learnt through the curriculum and pupils should be encouraged to play as full a part as possible in class activities.
2. All teachers are responsible for building strategies into planning to support the language development of EAL pupils and must structure lessons appropriately allowing children to achieve their full potential.
3. Newly arrived pupils, particularly those who arrive outside normal admission times, need additional support both educationally, emotionally and socially;
4. Accurate information on pupils' needs, attainment and progress should be maintained in an accessible and manageable form.
5. Learning an additional language may present challenge to curriculum access but must not be confused with learning difficulties.
6. Pupils will continue to need support with specific subject and academic language for longer than the two years it normally takes to become proficient in the social forms of English.
7. Resource costs for support EAL pupils need to be identified and linked to the needs and learning targets for pupils.
8. A named person will be responsible for EAL.

This policy is specific to EAL but operates in conjunction with other school Policies and Guidelines, which will also indicate provision for EAL pupils.

## **Guidelines for good practice**

### **Background information**

Some definitions for English as an Additional Language Learners;

- An EAL child is a learner of English whose first language is not English.
- 'First language' is the language to which the child was initially exposed during early development and continues to use this language in the home and community.
- If a child acquires English subsequent to early development, then English is not their first language no matter how proficient in it they become.

### **Source: School census preparation and guidance for 2007 (DfES 2007)**

- Bilingual is taken to mean all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages.
- So the term EAL sticks with Bilingual learners no matter how proficient they are.

## **Source: Aiming high: raising the achievement of minority ethnic pupils (DfES 0183/2003)**

- It takes on average five to seven years to become fully competent in a second language, although individuals will vary in the speed with which they acquire this competence.
- Fluency in spoken English is usually achieved within two years but the ability to read and understand more complex texts containing unfamiliar cultural references and write the academic language needed for success in examinations take much longer.
- A wide spectrum of school pupils make use of EAL teaching.
- Some may be new to English and even unfamiliar with the alphabet.
- Some may already speak, understand or be literate in more than one language.
- Others will have previously been taught English as a foreign language.

This policy focuses primarily on meeting the needs of pupils who have arrived in school and are new to English. This could include the following:

- International migrants – including refugees, asylum seekers and economic migrants from overseas;
- Internal migrants – including pupils joining the school as a result of moving home within the UK;
- Individual movers – pupils who move without their family, for example looked after children and unaccompanied asylum seeking children;
- Early years – children joining the Foundation class whose home language is not English.

## **How parents and carers let the school know that their child is a child with EAL**

- Parents indicate that their child is one with English as an Additional Language on the data entry sheet on arriving at the school.
- The EAL leader and class teacher are then informed once the children have arrived in school and into the class.

## **Admission**

### **New Arrivals with little or no English**

- Integration into the school of EAL pupils at the early stages of acquiring English is essential. All new arrivals to English have the right to enjoy a welcoming and safe environment within school. They need to know they are valued and that they belong, even if their stay is short. They need to have their language(s) recognised as a positive part of their identity and need opportunities to use their home language to support their learning and development of English.
- It is essential that from the first point of contact, new arrivals and their parents should be made to feel welcome in the school. All staff need to be aware of and sensitive to the potential difficulties new arrivals and their families may be experiencing. New pupils should be introduced to the class teacher, teaching assistant and class upon arrival.
- New pupils should feel welcomed with a special friend (who speaks the same language if possible).
- New pupils to receive a tour of the school and introduction to other members of staff, including the office staff.
- Any background information received from previous schools or from parents will be shared with the class teacher, teaching assistant and other relevant staff in order to aid integration. This includes any data received.

## **At Wolsey House we:**

- Arrange a meeting/interview with parents/carers to gather a range of information (e.g. languages used in the home, previous schooling, exposure to English).
- Invite an interpreter to attend if parents/carers do not speak English.
- Ask parents/carers to bring in any reports, school texts and exercise books.

We will also give introductory information to parents/carers about the school including:

- Information about the English school system.
- An outline of the school day.
- The homework system and how to support their child at home.
- Calendar of term dates.
- Uniform information.
- Lunch arrangements.
- Establish a buddy system.
- Talk to the class about the child's country of origin and help other pupils to understand that the EAL pupil needs help with English;
- Display examples of the pupil's language and pictures of home country in school to welcome the pupil and family.
- The EAL leader will meet the child and ensure that the class teacher is equipped with relevant resources.
- After a settling-in period (2 weeks) the EAL Leader will also carry out a basic skills assessment in order to ascertain the abilities both verbally and non-verbally of the child. The child will be assessed to establish what support is required. This may include the following:
  - Observation of the child's preferred learning styles
  - How the child performs various tasks
  - How the child engages in learning
  - How the child uses language in different settings.
- This will be shared with parents and strategies put in place to support the pupil as appropriate which may entail:
  - One-to-one teaching with a teacher or teaching assistant
  - Differentiated work and homework
  - Home/school link book
  - Regular meetings between teaching staff and parents to update parents on pupil progress
  - Support from other children with the same first language
  - Bilingual support from within school.
- At Wolsey House Primary School, children who are new arrivals will be provided with an EAL plan.
- The importance of home school links cannot be underestimated. In some cases, parents will need to be helped to find out about the education system and encouraged to work with the school to help their child. Families must be supported to feel confident in approaching the school. Early contact between parent and class teacher is essential, with translation from a family member or friend if necessary.
- Pupils in the early stages of learning English who are literate can be encouraged to record work in their mother tongue, if appropriate to the task, making steps to writing in English as they become more proficient.

We ensure that Wolsey House Primary School is a language rich environment as our curriculum is based on the development of vocabulary which can be transferred to any point of a child's learning journey. This is achieved by teachers modelling and teaching both every day and academic language through speaking, listening, reading and writing across the curriculum.

Wolsey House delivers a curriculum which is relevant, stimulating, challenging and creative. **We aim for our EAL children to access the curriculum along with their monolingual peers and develop as confident, successful and ultimately independent learners.**

This is achieved by teachers providing tailored scaffolds for speaking, reading and writing across the curriculum. Scaffolds are **tailor made to the specific needs our EAL children**. By using these, EAL children develop their speaking, listening, reading and writing.

**These scaffolds include:**

- Word banks
- Sentence stems
- Writing frames
- Speaking frames
- Teacher modeling – using 'think alouds' to teach specific strategies
- Sentence stems to support comprehension.
- Choral reading and repeated choral reading – whole class or groups
- Echo reading
- Visuals – picture prompts, illustrations to support understanding of new vocabulary, diagrams, artifacts, photographs, video clips, interviews, radio clips etc
- Clarifying vocabulary – subject specific vocabulary and sticky words
- Pre-teaching vocabulary - using synonyms and symbols to makes explanations clearer.
- Clines – to organise vocabulary based on a specific quality or feature
- Direct questioning
- I do, I do and you copy, we do, you do. Step by step process – model, demonstrating and imitating
- Shared planning of writing tasks – helps to organise ideas.
- Modeled and shared write – think alouds that demonstrate the writing process. Allows children to take part in the writing process which helps them understand structure, grammar and vocabulary.
- Support in editing – teacher modelled, peer editing
- Bilingual dictionaries
- Widget
- Colourful Semantics
- Dictogloss
- Dictation
- Vanishing cloze
- Extra support in phonics and spelling instruction to reinforce phonics and spelling patterns.
- Collaborative learning – developing social and academic language with peers both in and out of the classroom.
- Translating app
- Concrete resources – letter magnets, counters etc

Ultimately, through scaffolds, EAL children gain **access to the curriculum** and **actively engage** in everyday school life. As EAL children's language proficiency grows, scaffolds are then be taken away as they act as a **temporary aid to learning**.

Tailored interventions are implemented to support New to English and Advanced Bilingual learners in grammar, punctuation, reading and writing, which they can put into practise in the classroom. These sessions provide EAL children the opportunity to **develop and consolidate** their **spoken and written language skills and knowledge**, thus committing it to **long-term memory**.

With the application of these strategies and provision in the teaching and learning for English and an Additional Language, our EAL children progress, flourish and develop a lifelong love for learning. They continue to develop as confident, successful and ultimately independent learners.

## **Responsibility for the Policy and Procedure**

### **For all EAL pupils**

#### **The Role of the Governing Body**

The Governing Body has:

- appointed a member of staff to be the EAL Coordinator;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

#### **The Role of the Headteacher**

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

#### **The Role of the EAL Coordinator**

The coordinator will:

- liaise with staff and outside agencies regarding placement, assessment, teaching strategies and the role of the EAL support teacher;
- devise a timetable for the deployment of the EAL support teacher;
- support and advise all staff in the teaching of EAL pupils. This will include support with the planning, teaching, and support with assessment;
- collate and analyse EAL data when required and provide summaries of EAL children's progress and attainment;
- provide guidance and support to all staff;
- liaise with the nominated governor for EAL;

- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources purchasing new resources when required;
- monitor the provision of EAL;
- devise priorities for an annual Action Plan;
- report annually to the Governing Body on the success of EAL

## **The Role of Class Teachers**

Class teachers will:

- develop strategies to support the development of English
- work closely with the EAL support teacher and the EAL coordinator;
- ***monitor the effectiveness of the individual pupil EAL plans periodically;***
- ***monitor the effectiveness with the SENCO of any IEP in conjunction with the EAL plan when occasionally an EAL pupil also has special educational needs. In this instance, the pupil will be referred to the SENCO for assessment and inclusion on the SEN register where an IEP will be written;***
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community;
- provide first quality teaching for all pupils in their class. This includes groups such as those with English as an additional language;
- plan tasks that match all children's learning, whatever their ability;
- assess all children and provide data in the autumn, spring and summer terms;
- provide a supportive learning environment and encourage children to share the culture, language and religion;
- provide effective models of spoken and written English, providing speaking and listening opportunities to use in the English language in collaborative, nonthreatening contexts.

## **The Role of the EAL Support Teacher**

The EAL support teacher will:

- work closely with the EAL coordinator and teaching staff;
- support identified EAL pupils to access the curriculum

## **The Role of the Teaching Assistant**

- The teaching assistants have a major impact on EAL pupils learning as well as wellbeing at all times, particularly in the first week of arrival.
- TA's have impact on all learners. Teachers deploy the TA according to the learning needs of the class for that lesson. This will at times be with EAL learners.
- Class teachers manage TA's on a day to day basis, ensuring that planning is shared on a weekly basis. Occasionally, they will be deployed to work with EAL children.

## **The Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- learn to take pride in their work;
- produce work of a high standard;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council making suggestions and taking part in questionnaires and surveys

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home via Weduc
- information displays in the main school entrance

## **Training**

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guidelines concerning equal opportunities.

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## Monitoring the Effectiveness of the Policy

The policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

### **Linked Policies**

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|----------------------|-------------------------|
| ▪ Community Cohesion | ▪ Equality Policy       |
| ▪ Integration        | ▪ Inclusion             |
| ▪ Curriculum         | ▪ Teaching and Learning |

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|---------------------------------|--------------------|------------------------|---------------|
| <b>Headteacher:</b>             | Mr Steve Powell    | <b>Date:</b>           | November 2025 |
| <b>Chair of Governing Body:</b> | Mr M Peatfield     | <b>Date:</b>           | November 2025 |
| <b>Date</b>                     | <b>Review Date</b> | <b>EAL Coordinator</b> |               |
| November 2025                   | November 2026      | Mrs Gayathri Kara      |               |

