



EAL Policy

Policy Statement

The Crescent Primary School has some pupils who use English as an additional language (EAL). 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.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics including race, religion and belief. As a school we endeavour to foster good relations between groups through a programme of assemblies covering different beliefs and celebrating a range of festivals from across the globe. Our 'No Outsiders' approach means we are constantly working to eliminate unlawful discrimination, harassment and victimisation of all members of the school community.

1. Pupils learning English as an additional language are entitled to the full 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 from the start without withdrawal from mainstream classes. They will not be decelerated and remain with their same-age peers.
2. All teachers are responsible for building strategies into planning to support the language development of EAL pupils and must structure lessons appropriately.
3. Accurate information on pupil's needs, attainment and progress should be maintained in accordance to the school assessment strategies and by using The Bell Foundation Assessment Framework.
4. Learning an additional language may present challenge to curriculum access but must not be confused with having SEND needs as these are not the same.
5. 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. Staff will ensure all pupils continue to have support in accessing every aspect of the curriculum across their school career.
6. Resource costs for supporting EAL pupils need to be identified and linked to the needs and learning targets for pupils.

7. A named person will be responsible for EAL. Currently this is Rebecca Humphreys. This policy is specific to EAL but operates in conjunction with other school Policies and Guidelines, which will also indicate provision for EAL pupils.
8. EAL pupils will be buddied up with a trained buddy to assist with their welcome into school.
9. Use of first language is encouraged and will be used where necessary to assist with assessing and supporting children in accessing the curriculum.
10. Parents who need support with English will be identified through class teachers and the admission process and given opportunities to access communications and feel welcomed into the wider school community.
11. Cultural and linguistic diversity will be celebrated across our school community.

Guidelines for Good Practice

Home / School Links

The importance of home/school links cannot be underestimated. If necessary, parents need to be helped to find out about the education system and encouraged to work with the school to support their children. Families must be supported to feel confident in approaching school. Interpreters may be necessary to achieve:

- Completion of Entry Form with parents;
- Good communication with Year R home visits;
- Translation (if necessary) of school reports on pupil progress;
- Attendance of parents at teacher/parent meetings.
- Clear communication systems in place e.g. Home/school book

Data Collection

- The Class Teacher will identify a stage/level for EAL pupils using 'The Bell Foundation Assessment Tool'. Needs and areas for support will be identified on the school EAL profile. Targets will also be made by class teacher and tracked on an EAL profile.
- If a Bi-Lingual Assistant is needed for an EAL child she/he will make an assessment of the child's first language ability.
- The EAL leader will analyse and monitor SAT performance of EAL pupils in comparison with the school as a whole. This will form part of the SEF Report on Attainment. The EAL leader will also analyse Insight data.

Integration into the school of EAL pupils at the early stages of acquiring English

- New pupils should feel welcomed by their class allocated Buddy (who speaks the same language, if appropriate) and an identified Supervisory Assistant to look after them at play / lunch times.

- We will ensure a supportive environment with signs and books around the school in multi-lingual format and encouraging children and families to share their culture, language and religion.
- EAL pupils need effective models of spoken and written English. Focused work on speaking and listening and opportunities to use the language in collaborative, non-threatening contexts will enhance progress in all areas.
- Pupils in the early stages of learning English who are literate should be given opportunities to record work in mother tongue, transferring to English as they become more proficient.
- EAL pupils should be taught subject specific vocabulary for mathematics, science, history and geography units as well as for other subjects where appropriate. This could be done via a home/school book.
- All school staff, including TAs and Supervisory Assistants, will be made aware of the linguistic needs of individual EAL children.

The Role of the Class Teacher

- Teachers are responsible for data collection and completion of EAL profiles to identify the needs of EAL pupils.
- Teachers will develop strategies to support English language development, as identified in the EAL profiles. This should include prompts to the teacher on weekly plans across the curriculum.
- Teachers are responsible for planning tasks to ensure effective use of Bi-lingual Assistants where applicable
- Teachers will review tasks and pupil progress with the EAL Manager, when necessary and monitor these arrangements at regular intervals (each term).
- Where an EAL Pupil is also a SEN pupil the general learning difficulties will be referred to in the IEP.

The Role of the Bi-Lingual Assistant

- Bi-lingual Assistants are responsible for supporting identified EAL pupils to access the curriculum through mother tongue, as necessary.
- Where possible, B.A.s should be aware of EAL plans and pupils' targets so that they can focus on areas of need and provide specific support. They will feed back to the class teacher about progress at regular intervals.
- B.A.s may work with individuals or groups of EAL pupils, within the class, or outside, as viewed as necessary by the EMA leader in consultation with the class teacher.
- B.A.s can be used effectively with EAL pupils to review the week's work and/or preview the next week's work.
- The school will provide bi-lingual support for SATs if necessary and if available through EMTAS .
- A B.A. is employed specifically to support EAL pupils as distinct from a TA who supports learning for all pupils, which may include EAL pupils at certain times.

The Role of the EMA/EAL Leader

- The EMA/EAL leader will liaise with EMTAS staff/ outside agencies on issues of placement, assessment, B.A.s and teaching strategies.
- The EMA/EAL leader will support staff in the teaching of EAL pupils. This will include support with planning, demonstration teaching, and support with assessment.
- The EMA/EAL leader is responsible for ensuring that EAL data collection procedures are carried out.
- The EMA/EAL leader will monitor EAL provision across the curriculum.
- The EMA/EAL leader will write an Action Plan and Position Statement annually.
- The EMA/EAL leader will keep up to date with all relevant training and research/publications relating to EAL and Ethnic Minority Achievement.

Resources

- The curriculum will reflect and draw on pupils' linguistic and cultural/religious knowledge and experiences. To present positive images of those experiences resources will include:
- Dual Language books in classrooms and libraries (when needed see EMA leader)
- Multi-lingual signs and posters around the school and classrooms.
- Displays of languages.
- Language tapes of stories, poems, songs.
- Language and vocabulary games.
- Use of The Bell Foundation EAL resources.

Monitoring this Policy

- All staff are responsible for implementing this policy.
- The EAL Leader and Assessment Leader will collect and analyse EAL data.

Policy reviewed: January 2026

Next review:

