



## **EAL POLICY**

Our mission statement: 'Valuing Potential, Creating Opportunities'

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### **POLICY REVIEW**

This policy has been agreed by staff and Governors and will be regularly reviewed.

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|------------------------|---------------------------------------|-----------------------------|----------------|
| <b>DATE OF POLICY:</b> | September 2025                        | <b>DATE OF NEXT REVIEW:</b> | September 2028 |
| <b>MONITORED BY:</b>   | SENIOR LEADERSHIP TEAM, T&L COMMITTEE |                             |                |

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### **VISION**

We aim to be a school where the children are at the centre of everything that we do. Decisions that we make around the curriculum and school life are carefully considered to reflect the current needs of the children. Mental health is balanced with their academic needs to nurture the whole child.

### **1. Introduction**

At Hartsbourne Primary School, we welcome and celebrate pupils from diverse linguistic and cultural backgrounds. We recognise that bilingualism is an asset and that pupils learning English as an Additional Language (EAL) make valuable contributions to our school community.

This policy outlines how the school will identify, support, and include EAL pupils so they can access the full curriculum, achieve their potential, and feel valued as members of the school.

### **2. Aims**

- To ensure all EAL pupils have equal access to a broad, balanced, and relevant curriculum.
- To provide high-quality teaching that enables EAL pupils to progress academically and socially.
- To develop pupils' English proficiency in speaking, listening, reading, and writing while supporting their home languages.
- To ensure that underachievement is not attributed to EAL needs but is monitored separately from SEND.
- To foster an inclusive environment where linguistic and cultural diversity is respected and celebrated.

### **3. Legal and Statutory Framework**

This policy is underpinned by:

- Equality Act 2010 – schools must not discriminate against pupils based on race, language, or cultural background.



- SEND Code of Practice (2015) – EAL is not a special educational need, though pupils with EAL may also have SEND.
- DfE guidance on assessing proficiency in English.

## 4. Definitions

- EAL (English as an Additional Language): A pupil whose first language is not English and who uses another language at home or in the community.
- Bilingual: Pupils who have access to more than one language.
- First Language: The language(s) to which a child was initially exposed in early development and still understands or speaks.

## 5. Roles and Responsibilities

Executive Headteacher and Head of School

- Ensure EAL provision is effective and monitored.
- Allocate resources to meet the needs of EAL pupils.

SENCo (with support of SLT)

- Lead the development of EAL provision across the school.
- Support staff with training, resources, and strategies, referring to local outreach services where possible.
- Coordinate initial assessments and monitor pupil progress.

Class Teachers

- Provide inclusive teaching and differentiated planning to meet EAL needs.
- Assess English language development and academic progress.
- Create a supportive classroom environment that values diversity.

Teaching Assistants

- Provide targeted in-class and small-group support.
- Reinforce key vocabulary and language structures.

Governors

- Monitor and evaluate EAL provision through curriculum and inclusion committees.

## 6. Identification and Assessment

- Information about a pupil's language background will be collected on admission.
- An initial assessment of English proficiency will be carried out, using the DfE five-stage proficiency framework or an equivalent tool.
- Progress will be tracked annually, considering both English language acquisition and academic achievement.
- Where concerns arise, EAL will be considered separately from SEND to ensure accurate identification.



## **7. Provision and Classroom Strategies**

- Quality First Teaching is the foundation of EAL support.
- Strategies will include:
  - Use of visuals, scaffolding, modelling, and practical activities.
  - Explicit teaching of vocabulary and academic language.
  - Collaborative learning and peer support.
  - Use of bilingual dictionaries and technology.
  - Valuing and encouraging pupils' use of their home languages.
- Where needed, additional small-group or individual support will be provided.

## **8. Pastoral and Social Inclusion**

- New arrivals will be welcomed and supported through buddy systems and induction programmes.
- Staff will actively promote inclusion in play, assemblies, and extracurricular activities.
- The cultural and linguistic backgrounds of pupils will be celebrated in the curriculum and through whole-school events.

## **9. Partnership with Parents/Carers**

- The school will communicate effectively with parents, using interpreters or translated materials where appropriate.
- Parents will be encouraged to support continued use of the home language, as this supports cognitive and academic development.
- Regular updates will be provided via parents evening and personal provision map meetings should SEN needs be identified.

## **10. Staff Development**

- Staff will receive training on EAL strategies and inclusive classroom practice.
- The SENCo, supported by the Head of School, will keep staff updated with resources and best practice.

## **11. Monitoring and Evaluation**

- The progress of EAL pupils will be monitored termly, both in English proficiency and curriculum attainment.
- The effectiveness of provision will be reviewed annually.
- Feedback from staff, pupils, and parents will inform policy updates.

## **12. Policy Review**

This policy will be reviewed every three years, or sooner if there are significant changes in legislation, school demographics, or best practice guidance.