English as an Additional Language Policy (EAL)

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Contents

1. Introduction 1
2. Aims and Commitments 1
3. Equal Opportunities 1
4. Admissions 2
5. The role of the Senior Leader with responsibility for EAL: 2
6. Teaching 2
7. Resources 3
8. Planning, Assessment and Record keeping 3

1. Introduction

The term EAL means 'English as an Additional Language' and includes those children for whom English is not the first language learned and children who are bilingual. These children could be some of our most vulnerable pupils in our schools, so we pay close attention to their needs, development and provision at all times. This can include refugees and asylum seekers. Some students may come speaking very little or no English at all.

2. Aims and Commitments

The Trust's main aims are:

- To create a welcoming and supportive environment that will encourage EAL pupils to participate fully in all of school life.
- To develop the speaking/listening and literacy skills of EAL pupils so that they can understand and use English confidently and competently across the curriculum and maximise their potential in all areas of school life.
- To value and respect the cultural identity of EAL pupils and use these to enrich the learning of all pupils.
- To encourage bilingualism and to support students to maintain and develop their home language.
- To communicate with teachers regularly on how best to support the students as their language needs change.
- Provide parental support when and where it is required to better help the student.
- To meet the needs of EAL students in accordance with the Equalities Act 2010.

3. Equal Opportunities

EAL pupils are entitled access to the full curriculum. We value and respect the cultural identities and experiences of all pupils, and these are celebrated through both class based and school wide activities. We recognise that the use and development of each child's home language is an essential part of the child's linguistic development. Should PRIs (Prejudiced Related Incidents) occur, they will be monitored, recorded and reported.

4. Admissions

- On entry to school, the parents/carers of pupils are asked to complete an initial entry form containing information regarding the pupil's ethnic origin and home languages.
- Teachers working in the Foundation Stage meet with parents/carers to gather more specific information about languages spoken or heard in the home environment.
- EAL Co-ordinator or REMA teacher then assess the pupil's level of English to target support within the school.

5. Partnership with REMA

St Martin's Schools works in close partnership with Surrey's The Race Equality and Minority Achievement (REMA) team. The REMA team offer our pupils:

- Initial language assessments for pupils newly arrived at the school
- Join service interventions (for example supporting children with both Special Educational Needs (SEN) and EAL)
- Access for staff to county training networks.

6. The role of the *Senior Leader with responsibility for EAL*:

- To maintain the EAL register.
- To act as a contact point and source of information for the EAL service.
- To attend relevant INSET and feed back to staff.
- To be responsible for resources.
- To act as a contact point for class teachers.
- To arrange an initial assessment of the pupil's language development.
- To communicate with class teachers on a termly basis to agree on a focus for each supported EAL pupil.
- To review each terms' progress and feed back to the class teacher.
- To ensure the appropriate person in the school liaises with parents and other agencies and assist with communication between home and school to ensure parents and families are welcomed, encouraged and supported to become involved in the life of the school.

7. Teaching

Teachers will have high expectations of EAL students and provide additional English language teaching through activities specific to the individual child's needs. Teaching will usually take place within the classroom, although sometimes children will be withdrawn for group or 1:1 activities. Classroom activities will be adapted by task, scaffolding, resources, and adult support. Subject teachers will provide a list of subject specific key terms and definitions to the students when the pupil starts. Translations of set texts will be provided where possible.

Our school will use the following strategies to support children with EAL (this list is not exhaustive):

- Include all EAL/ bilingual children fully in lessons.
- Set high expectations for pupil participation and achievement.
- Offer pupils full access to National Curriculum targets.
- Assess pupils in line with year group expectations for National Curriculum.
- Provide opportunities for peer support- using paired/ small group work where appropriate.
- Make use of opportunities within Guided Reading sessions.
- Provide context embedded language experiences.

- Check for pupils understanding – ask questions, or get the child to explain what they are going to do.
- Give clear, full explanations of subject specific language.
- Provide opportunities for previews of difficult or complex texts.
- Use consistent language when giving pupils instructions.
- Be aware of the effect of eye contact and body language.
- Accept non-verbal/ 'I don't understand' responses from pupils.
- Use ICT where appropriate.
- Use collaborative learning resources to reinforce and consolidate prior learning.
- When planning highlight EAL needs and support to be given.
- Encourage the use of home language to support and enhance understanding in English.
- Group work will be used often to develop the social skills of EAL children through interaction and the use of good role models.
- EAL learners work in a variety of group and whole class situations where first language speakers provide a positive role model.
- Where setting is used, EAL students will be placed in subject sets according to ability, regardless of English proficiency.

8. Resources

The teaching staff are the fundamental resource for raising the achievement of EAL learners. Resources can be purchased from the 'Curriculum Budget' to help support pupils within the learning environment (e.g. dual language resources, dictionaries, IT programmes). Translated set texts will be bought where possible.

9. Planning, Assessment and Record keeping

EAL students will be assessed using the DfES proficiency codes, soon after admission to the school, and progress is tracked to ensure the prioritising of students needing support.

- The children are assessed in English by the a teacher or REMA to establish if additional support is required.
- Targets are monitored and reviewed by the class teacher and EAL lead (where appropriate) on a termly basis.
- Individual children's progress is monitored as they progress through the school by their class teachers and the EAL lead.

- Progress is monitored by English teaching staff and the Senior Leadership member with responsibility for EAL.