



SS Peter & Paul Catholic Primary School



Policy on English as an Additional Language (EAL)

Policy Written & Agreed:
Ratified by Full Governing Body:
To be reviewed:



October 2025

October 2027



SS Peter & Paul
Whole School Policy on English as an Additional Language (EAL)

This EAL policy:-

- reflects the consensus of opinion of the whole staff;
- was discussed, written and agreed by the whole staff;
- has been approved by the Governing body.

The implementation and ownership of this policy is the responsibility of the whole staff.

The overall accountability and effectiveness of the policy will be the responsibility of the Head Teacher and Senior Leadership Team.

At SS Peter & Paul Catholic Primary School we take a committed, professional and inclusive approach to learning; ensuring all of the children can access the curriculum equally and not letting language become a barrier to learning. As a Catholic school we regard every individual as unique and special in God's family.

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.

Pupils with EAL will face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. 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.

Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English. 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.

We aim to:

- Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the school.
- Ensure strategies are in place to support pupils with EAL.
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived pupils with EAL.
- 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.
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English.
- Ensure pupils with EAL are acknowledged for their skills in their own languages.

1. Teacher responsible for pupils with EAL

1.1. The teacher responsible for pupils with EAL is Emma Calvert-Lyons. Their responsibilities include:

- Coordinating the efficient timetabling of pupils with EAL.
- Overseeing the assessment and targeting of children with EAL.
- Ensuring the procurement and appropriate use of resources to support pupils with EAL.
- Aiding staff in effective communication with parents and finding translators where appropriate.
- Exploring various possibilities to ensure important information is shared with parents.

2. Inclusion

2.1. 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.
- 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.

3. Initial assessments

- 3.1. Prior to a child starting at the school as part of the induction process information will be gathered by a member of staff (See appendix 1)
- 3.2. No assessment will be carried out for the first two weeks as children will be given a settling in period.
- 3.3. Children will be baselined using the EAL Assessment framework.
- 3.4. Initial assessments are carried out by the class teacher and completed assessments are returned to the EAL co-ordinator and will be kept with the pupils file.
- 3.5. The assessment will inform planning, targets, language support and resources required.
- 3.6. The pupil and the parents of the pupil may view the assessment at any time.

4. Classroom practice

- 4.1. Teachers have high expectations of all pupils, regardless of gender, ethnicity, social background or English ability.
- 4.2. Staff will refer to the Bell Foundation document 'Classroom strategies: working with EAL learners in Primary setting'
- 4.3. Classroom activities will be matched to pupils' needs and abilities.
- 4.4. Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.
- 4.5. Where possible, the following practices will be utilised to improve pupils' literacy:
 - Provide lots of hands on experience so children can learn the new language through participating in activities that support cognitive development.
 - Teach newly arrived child useful words and phrases (enabling language) and the routines of the classroom in order for them to communicate with their peer group.

- Additional visual support is provided e.g. Visual timetable, communication fans, gestures, pictures, photographs, posters, objects and demonstrations.
- Key language features are identified in all curriculum areas for e.g. language structures, key vocabulary and forms of text.
- Create a language rich environment.
- Opportunities for collaborative activities
- Pre and post tutoring of new key vocabulary
- Visual support provided as much as possible.
- Use of Directed activities relating to text (DARTs) activities
- Peer support – mixed ability groups to develop skills and model language.
- Use of reading pens

4.6. Classroom displays will reflect cultural and linguistic diversity.

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

4.8. Visual supports are utilised where possible.

5. Access to the curriculum

- 5.1. 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.
 - The support requirements of pupils with EAL are identified and the support is made available.

6. Working with parents and carers

- 6.1. Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of pupils with EAL. To aid this partnership, the school will:
- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
 - Provide interpreters for meetings when needed.
 - Ensure the language used in letters to parents is clear and straightforward.
 - Where appropriate, have teachers read through the letter with children 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 and participate in school functions.
 - Encourage parents to become involved with homework through shared reading schemes and language-based homework.

7. Special educational needs (SEN)

- 7.1. A child is not regarded to have SEN solely because their home language is different from the language in which they are taught at school.
- 7.2. A proportion of pupils with EAL may have one or more types of SEN and it is imperative that this is identified at an early stage.
- 7.3. Assessments of SEN of pupils with EAL will involve EAL specialists along with SEN specialists.
- 7.4. Where appropriate, the school will arrange an assessment in the child's first language.
- 7.5. SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy.
- 7.6. The school will ensure that the parents or carers of a pupil with SEN are not prevented from presenting their views throughout the process and are clearly informed at every stage.

8. Monitoring progress.

- 8.1. Individual EAL pupil targets from the EAL Assessment Framework are assessed half termly and new targets are set where appropriate.
- 8.2. Pupils are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability.

9. Policy review

- 9.1. This policy is reviewed every two years by the teacher responsible for EAL pupils and the headteacher.
- 9.2. The scheduled review date for this policy is September 2027

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Appendix 1- Pupil Information Form

Pupil Information		Name:	
D.O.B:	Place of Birth:	Admission Date: Length of time in UK:	Year Group on Entry:
Ethnicity:	Religion:	Asylum Seeker: Yes No	Child's Number in family: 1 2 3 4 5 6
Siblings? (Note name, age and other schools they attend)			
Home Language:	Other language spoken in family:	Languages spoken by pupil: (note which is main)	Languages read by pupil: (note which is main)
Access to English at home? (note in which form – conversational, TV, extended family member)			Languages written by pupil: (note which is main)
Does the pupil have tuition in languages other than English outside school?			
Previous schooling: (include pre-school, countries of education and length of time)			
Attendance and timekeeping:			
Social or emotional concerns:			
Medical needs or concerns:			
Planned extended holidays:			
Other information:			
Any referrals needed to staff or outside agencies? (Note names, date referred and reason)			

**This is to be used in conjunction with school's admission policy*