



Play, Learn and Grow...Together!

Ordsall Primary School

English as an Additional Language Policy

Date reviewed: November 2025

Reviewed by: Clare Joyce (EAL Lead)

Approved by: Karl Hopkinson (Headteacher)

Next review: November 2026

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Support
4. Inclusion
5. Initial assessments
6. Classroom practice
7. Access to the curriculum
8. Working with parents/carers
9. Pupils with SEND
10. Monitoring and review

Statement of intent

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.

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.

Ordsall Primary School aims 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. Legal framework

This policy has due regard to legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Education Act 2002
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy should be read in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Anti-bullying Policy
- Child Protection Policy

2. Roles and responsibilities

The governing body will have overall responsibility for the implementation of this policy.

The headteacher will be responsible for:

- Ensuring that those who are teaching or working with pupils with EAL are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Appointing a member of staff to lead on the school's approach to supporting pupils with EAL.
- Providing the EAL lead with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with EAL.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with EAL.

The EAL lead will be responsible for:

- Liaising with teaching staff on support for pupils with EAL.
- Advising on strategies to support and include pupils with EAL and on ways to differentiate work for pupils with EAL.
- Developing relationships between the school and parents/carers of pupils with EAL.
- Securing and providing training to ensure staff development.

- Acting as consultants to staff on language-related issues and equal opportunity and race equality issues.
- Ensuring continuity of support and maintaining contact with other professionals involved, as well as parents/carers and pupils.
- Working closely with the SENCO to develop individual transition plans tailored to the specific needs of children with additional needs.

All staff members will be responsible for:

- Providing a good model of spoken English.
- Ensuring the inclusion of pupils with EAL in their classrooms.
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.
- Planning activities that aim to ease pupils' anxieties and make them feel prepared for their next stage of learning.
- Conducting initial and ongoing assessments of pupils with EAL.

3. Inclusion

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.
- Everyone will work together to ensure optimal outcomes are achieved.
- 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 adapting learning 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.

4. Initial assessments

When pupils first join the school, they will be given time to settle into their new surroundings before being assessed to gauge pupils' English abilities in an informal manner that does not make the pupil feel isolated or inferior.

The assessment will be carried out using the Bell Foundation tracker and be based on every day observations of the child in the classroom setting or small group work.

Assessments will be carried out by the class teachers of the pupil and will be used to inform their teaching and lesson planning.

5. Classroom practice

Teachers have high expectations of all pupils.

Classroom activities will be matched to pupils' needs and abilities with visual supports being utilised where possible.

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.

Where possible, the following practices will be utilised to improve pupils' literacy:

- Utilisation of the pupil's first language expertise.
- The provision of writing frames.
- The use of props.
- Pre-teach for vocabulary

Language skills will be developed through:

- Collaborative activities involving spoken communication.
- Feedback opportunities and conversations.
- Good models provided by peers.

Active participation will be encouraged by:

- Grouping pupils in mixed ability groups to develop language skills.
- 'Expert' readers and writers present in each group to provide assistance and model language.

Classroom displays will reflect cultural and linguistic diversity where appropriate.

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

Bilingual dictionaries and dual language texts will be sourced on a need by need basis to meet the language needs of the children in school.

6. Access to the curriculum

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.

7. Working with parents/carers

Liaison with parents/carers is vital to the creation of a strong home and school partnership, which can ensure the development of pupils with EAL. To aid this partnership, the school will:

- Actively seek to put parents/carers 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/carers is clear and straightforward.
- Where appropriate, have teachers read through the letter with pupils 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/carers of pupils with EAL.
- Encourage parents/carers to attend parents' evenings and participate in school functions.
- Invite parents/carers to school to help with class activities, such as cooking, reading and class outings, where appropriate.
- Encourage parents/carers to become involved with homework through shared reading schemes and language-based homework.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

8. Pupils with SEND

A child is not regarded to have SEND solely because their home language is different from the language in which they are taught at school.

A proportion of pupils with EAL may have one or more types of SEND and it is imperative that this is identified at an early stage. Assessments of SEN of pupils with EAL will involve EAL specialists along with SEND specialists.

Where appropriate, the school will arrange an assessment in the child's first language and SEND support will be decided on an individual basis in the manner outlined within the school's Special Educational Needs and Disabilities (SEND) Policy.

The school will ensure that the parents/carers of a pupil with SEND are not prevented from presenting their views throughout the process and are clearly informed at every stage.

9. Monitoring and review

The EAL lead will review this policy on an annual basis, considering feedback from practitioners on the effectiveness of the identified support for transition and in light of changes to the law or statutory guidance, and will make any changes necessary.