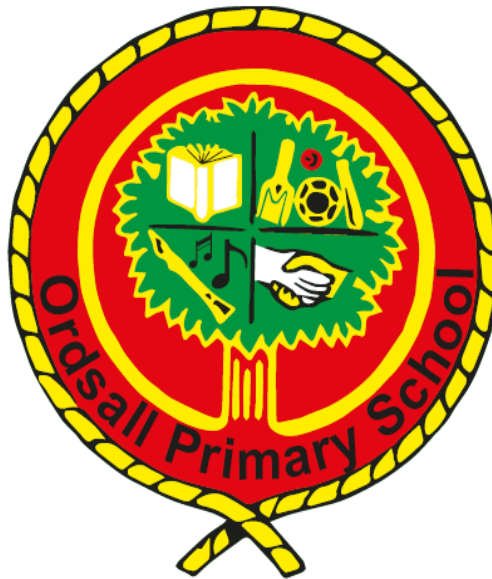




Play, Learn and Grow...Together!

Ordsall Primary School

English as an Additional Language Policy

Date reviewed: September 2026

Reviewed by: Karl Hopkinson (Headteacher)

Approved by: Governing Body

Next review: September 2027

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Statement of intent

At Ordsall Primary School, we recognise that pupils who speak English as an Additional Language (EAL) bring a wealth of linguistic, cultural and educational experiences that enrich our school community. We value multilingualism as a strength and are committed to ensuring that every pupil feels welcomed, included and supported to achieve their full potential.

Through our vision to *Play, Learn and Grow Together*, we provide an ambitious, inclusive curriculum that enables all pupils, regardless of their stage of English language acquisition, to access high-quality learning, develop confidence in spoken and written English, and participate fully in all aspects of school life.

We recognise that acquiring English is a gradual process. Pupils with EAL are encouraged to build on the knowledge, skills and experiences they already possess while developing proficiency in English through meaningful, high-quality classroom experiences. A pupil's ability to communicate in English is never viewed as a measure of their intelligence or academic potential.

This policy outlines the school's approach to identifying, assessing and supporting pupils with EAL, ensuring they receive the appropriate provision to access the curriculum, make strong progress and develop as confident, successful learners.

Aims

Ordsall Primary School aims to:

- Value and celebrate the cultural, linguistic and educational experiences that pupils with EAL bring to the school community.
- Provide a welcoming, inclusive environment where all pupils feel safe, respected and able to succeed.
- Ensure pupils with EAL have equitable access to a broad, ambitious and knowledge-rich curriculum.
- Support pupils to develop confidence and proficiency in speaking, listening, reading and writing English while valuing and maintaining their first language.
- Deliver high-quality adaptive teaching that enables pupils with EAL to access the same learning as their peers without reducing expectations.
- Equip staff with the knowledge, skills and resources needed to effectively support pupils with EAL.
- Work in partnership with parents, carers and external agencies to promote successful learning and wellbeing.
- Monitor pupils' language development and academic progress to ensure support remains responsive and effective.
- Promote equality, inclusion and respect for all languages, cultures and identities represented within the school community.
- Maximise opportunities for pupils to develop the academic language and vocabulary needed to succeed across the curriculum.

1. Legal framework

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

- The Children Act 1989
- The Education Act 2002
- The Equality Act 2010
- The Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- Department for Education (DfE) guidance on *The Equality Act 2010 and schools*
- Department for Education (DfE) guidance on *Promoting the Education of Looked After and Previously Looked After Children*
- Department for Education (DfE) guidance on *Keeping Children Safe in Education* (current edition)
- The Teachers' Standards

This policy should be read alongside the following school policies:

- Curriculum Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection Policy
- Equality Information and Objectives
- Behaviour Policy
- Anti-bullying Policy
- Attendance and Absence Policy
- Supporting Pupils with Medical Conditions Policy

2. Roles and responsibilities

The governing body is responsible for:

- Ensuring the school fulfils its duties under the Equality Act 2010.
- Monitoring the effectiveness of this policy through the school's monitoring and review processes.
- Promoting an inclusive culture in which pupils with EAL are supported to achieve their full potential.
- Ensuring sufficient resources are available to meet the needs of pupils with EAL.

The headteacher is responsible for:

- Providing strategic leadership for the school's provision for pupils with EAL.
- Ensuring there is a designated member of staff responsible for coordinating support for pupils with EAL.
- Ensuring all staff understand that supporting pupils with EAL is a whole-school responsibility.
- Ensuring pupils with EAL have equitable access to a broad, ambitious curriculum and high-quality teaching.

- Ensuring appropriate assessment, monitoring and intervention systems are in place.
- Providing opportunities for staff training and professional development in effective EAL practice.
- Monitoring the impact of provision for pupils with EAL and ensuring this policy is implemented consistently across the school.

The EAL lead will be responsible for:

- Coordinating provision for pupils with EAL across the school.
- Supporting staff in planning effective adaptive teaching for pupils at different stages of English language acquisition.
- Advising colleagues on appropriate strategies, resources and classroom practice.
- Supporting the identification, assessment and monitoring of pupils using the Bell Foundation EAL Assessment Framework.
- Working alongside class teachers, the SENCO and external professionals where appropriate to ensure pupils receive appropriate support.
- Supporting the induction of newly arrived pupils and their families.
- Promoting the value of multilingualism and celebrating the cultural diversity of the school community.
- Monitoring the progress and attainment of pupils with EAL and identifying where additional support may be required.
- Supporting staff development by sharing current guidance and effective practice.

The SENCO is responsible for:

- Working collaboratively with the EAL Lead where there are concerns that a pupil may have SEND in addition to EAL.
- Supporting staff in distinguishing between language acquisition needs and special educational needs.
- Coordinating appropriate provision where pupils have both EAL and SEND.
- Liaising with external agencies where specialist advice or assessment is required.

All staff members will be responsible for:

- Promoting equality, inclusion and respect for all languages, cultures and backgrounds.
- Recognising that proficiency in English is not an indicator of intelligence or academic ability.
- Maintaining high expectations for all pupils with EAL.
- Delivering high-quality adaptive teaching that enables pupils with EAL to access the full curriculum.
- Explicitly developing pupils' vocabulary and academic language through everyday classroom practice.
- Working collaboratively with the EAL Lead and other colleagues to meet pupils' needs.

3. Inclusion

Ordsall Primary School is committed to creating an inclusive learning environment where every pupil is valued, respected and able to thrive. We recognise that pupils learning English as an Additional

Language have the same entitlement to a high-quality education and ambitious curriculum as all other pupils.

The school adopts a whole-school approach to supporting pupils with EAL, recognising that language development is the responsibility of all staff. Pupils are encouraged to participate fully in all aspects of school life from their first day, enabling them to develop confidence, friendships and a sense of belonging.

The school is committed to the following principles:

- Pupils with EAL access the same broad, ambitious and knowledge-rich curriculum as their peers through high-quality adaptive teaching rather than a simplified curriculum.
- A pupil's level of spoken or written English is not viewed as an indicator of their intelligence, ability or potential to succeed.
- Teachers maintain high expectations for all pupils whilst providing appropriate scaffolds to enable success.
- Pupils' first languages, cultures and previous educational experiences are recognised as valuable assets that enrich the school community.
- Opportunities are provided for pupils to develop spoken language alongside reading and writing, recognising the importance of oracy in language acquisition.
- Teaching promotes both the development of English proficiency and successful participation across all curriculum subjects.
- Pupils are encouraged to contribute to school life and are supported to develop confidence, independence and positive relationships with their peers.
- Where appropriate, pupils are encouraged to use their first language to support understanding, develop new concepts and maintain their linguistic identity.

Teachers plan learning that enables pupils with EAL to access challenging curriculum content through appropriate modelling, explicit vocabulary instruction, visual supports, structured talk and carefully planned scaffolding. As pupils' confidence and proficiency in English develop, support is gradually reduced to promote increasing independence.

The school celebrates the diverse languages, cultures and backgrounds represented within its community through classroom learning, displays, literature, assemblies and wider enrichment opportunities, fostering an environment of respect, curiosity and belonging for all.

4. Initial assessments

When a pupil with English as an Additional Language joins Ordsall Primary School, the school will work closely with the pupil and their family to gather information about their previous education, language background and individual needs. This information helps ensure an effective transition into school and enables appropriate support to be put in place from the outset.

The school recognises that pupils may arrive with varying levels of proficiency in English and differing educational experiences. A pupil's proficiency in English should not be confused with their cognitive ability or potential to achieve.

Initial assessment will be undertaken using the Bell Foundation EAL Assessment Framework alongside professional judgement and classroom observations. Assessment will consider:

- The pupil's proficiency in speaking, listening, reading and writing in English.
- Their confidence in communicating within different classroom situations.
- Their previous educational experiences and any interruptions to education.
- Their literacy skills in their first language, where this information is available.
- Their ability to access learning across the curriculum.
- Any additional factors that may affect learning or wellbeing.

Assessment is not viewed as a one-off event. Pupils' language development will be monitored regularly through ongoing classroom assessment, teacher observations and discussions with pupils and their families. Information gathered through assessment will be used to:

- Inform adaptive teaching and classroom planning.
- Identify appropriate levels of support and scaffolding.
- Monitor progress in English language acquisition.
- Ensure pupils continue to access the full curriculum.
- Review and adapt provision as pupils' language proficiency develops.

The Bell Foundation EAL Assessment Framework will be completed at agreed intervals throughout the academic year to monitor pupils' progress in English language acquisition. Assessment outcomes will be used to inform classroom practice, identify pupils requiring additional support and evaluate the effectiveness of provision.

Where appropriate, assessment information will be shared with relevant staff to ensure a consistent approach to supporting the pupil across the school.

The school maintains an overview of its EAL cohort using Arbor and the Bell Foundation EAL Assessment Framework. Assessment information is used to identify pupils requiring additional support, monitor language acquisition over time and inform transition between year groups.

5. Classroom practice

High-quality teaching is the most effective way of supporting pupils with English as an Additional Language. Teachers maintain high expectations for all pupils and ensure that language is explicitly taught alongside subject knowledge so that pupils can successfully access the full curriculum.

Teaching is carefully planned using adaptive approaches that enable pupils with EAL to participate fully in learning whilst maintaining the same ambitious expectations as their peers. Support is gradually reduced as pupils become increasingly proficient in English, promoting confidence and independence.

Teachers will support pupils with EAL by:

- Explicitly teaching, pre-teaching and revisiting key vocabulary across all curriculum subjects.
- Providing clear explanations and modelling new language, sentence structures and subject-specific vocabulary.
- Using visual supports, concrete resources, worked examples and practical activities to aid understanding.

- Providing opportunities for structured talk, oral rehearsal and collaborative learning to develop spoken language.
- Using questioning effectively to check understanding and extend language development.
- Breaking learning into manageable steps whilst maintaining appropriate levels of challenge.
- Providing appropriate scaffolds, including writing frames, sentence stems and modelled examples where necessary.
- Encouraging pupils to use their first language to support understanding and develop new concepts where appropriate.
- Work collaboratively with the EAL lead to review strategies and provision where additional support is required.
- Regularly assessing understanding and addressing misconceptions promptly.

Language development is embedded throughout the curriculum rather than taught in isolation. Pupils are given frequent opportunities to listen, speak, read and write in meaningful contexts, enabling them to develop both conversational English and the academic language needed for successful learning.

Reading plays a central role in language acquisition. Where appropriate, pupils access the school's Read, Write, Inc. phonics programme to develop secure decoding skills alongside spoken English. Across the wider curriculum, pupils are exposed to a rich range of high-quality texts that broaden vocabulary, develop comprehension and increase their understanding of different genres and cultures.

Writing is taught through the school's Teaching Sequence for Writing, enabling pupils with EAL to develop vocabulary, language structures and writing skills through high-quality model texts, explicit teaching, oral rehearsal, shared writing, guided practice and opportunities for increasingly independent application.

Teachers recognise that pupils may understand significantly more English than they are initially able to communicate. Assessment therefore considers pupils' understanding as well as their spoken and written responses, ensuring expectations remain high while appropriate support is provided.

6. Access to the curriculum

Pupils with English as an Additional Language are entitled to access the same broad, balanced and ambitious curriculum as all other pupils. The school is committed to ensuring that language is not a barrier to participation, achievement or inclusion.

Teachers plan learning that enables pupils with EAL to develop both subject knowledge and English language proficiency simultaneously. Through high-quality adaptive teaching, pupils are supported to access age-related curriculum content without reducing the level of challenge or expectation.

When planning learning, teachers will:

- Identify the vocabulary, language structures and subject-specific terminology pupils need to understand and use.
- Explicitly teach and revisit key vocabulary before, during and after learning.
- Provide clear explanations, modelling and worked examples to support understanding.
- Use visual supports, practical resources and demonstrations to make learning accessible.

- Provide opportunities for structured talk and collaborative learning to develop spoken language alongside curriculum knowledge.
- Carefully scaffold learning whilst promoting increasing independence as pupils' English proficiency develops.
- Check understanding regularly and address misconceptions promptly.
- Adapt teaching appropriately to meet individual language needs whilst maintaining ambitious expectations.

Where appropriate, pupils will be encouraged to draw upon their first language to support understanding, develop new learning and make connections between languages. The school recognises that maintaining and developing a pupil's first language can have a positive impact on cognitive development, wellbeing and the acquisition of English.

Teachers will ensure that pupils with EAL are fully included in all aspects of school life, including enrichment opportunities, educational visits, performances, wider curriculum activities and leadership opportunities. Reasonable adaptations will be made where appropriate to ensure pupils can participate confidently and successfully.

The school recognises that acquiring academic English takes time. Staff therefore maintain high expectations, recognising that pupils may demonstrate secure understanding of curriculum content before they are able to express that understanding confidently in English.

7. Working with parents/carers

Ordsall Primary School recognises that effective partnerships with parents and carers are essential in supporting pupils with English as an Additional Language. Parents and carers have valuable knowledge of their child's language development, previous educational experiences and cultural background, all of which contribute to ensuring appropriate support is provided.

The school is committed to developing positive relationships with families and ensuring that communication is accessible, welcoming and respectful.

To support effective partnerships, the school will:

- Welcome and support families when pupils join the school, recognising that starting a new school can be a significant transition.
- Gather information about pupils' previous education, language background and individual needs through discussions with parents and carers.
- Communicate with parents and carers using clear, accessible language.
- Arrange interpreting or translation support for meetings and key communications where appropriate.
- Promote the use of the school's website translation facilities and translated documents where available to improve accessibility.
- Encourage parents and carers to attend parents' evenings, curriculum events, workshops and wider school activities.
- Keep parents and carers informed of their child's progress, wellbeing and language development.

- Encourage parents and carers to continue using and developing their child's first language at home, recognising the important role this plays in language development, identity and learning.
- Celebrate and value the diverse languages, cultures and traditions represented within the school community.

The school recognises that parents and carers are partners in their child's education. Staff will listen to families' views, respond sensitively to individual circumstances and work collaboratively to ensure pupils receive the support they need to flourish both academically and socially.

Where appropriate, the school will work with external agencies and community organisations to ensure families can access additional support and guidance.

8. Pupils with SEND

The school recognises that having English as an Additional Language does not, in itself, constitute a special educational need or disability (SEND). Pupils learning English should not be identified as having SEND solely because they are acquiring English as an additional language.

The school also recognises that some pupils may have both EAL and SEND. In these circumstances, careful assessment is essential to distinguish between the normal processes of learning English and the presence of an additional learning need.

Where concerns arise regarding a pupil's progress, the school will:

- Consider the pupil's stage of English language acquisition alongside their progress across the curriculum.
- Review the support already in place and the impact of high-quality adaptive teaching.
- Gather information from parents and carers regarding the pupil's previous education, language development and learning history.
- Consider assessment information, classroom observations and professional judgement.
- Work collaboratively between the class teacher, EAL Lead, SENCO and, where appropriate, external professionals to determine whether further assessment or support is required.

Where a pupil is identified as having both EAL and SEND, provision will be planned in accordance with the school's SEND Policy. Support will be personalised to meet the pupil's individual strengths and needs, ensuring they continue to develop both English language proficiency and access to the full curriculum.

The school is committed to ensuring that pupils with both EAL and SEND are fully included in all aspects of school life. Reasonable adjustments will be made where appropriate, and parents and carers will be fully involved throughout the assessment, planning, implementation and review of support.

Where appropriate, specialist advice may be sought from external professionals to ensure pupils receive the most effective provision.

9. Monitoring and review

The implementation and effectiveness of this policy will be monitored by the Headteacher and the designated EAL Lead as part of the school's ongoing self-evaluation and quality assurance processes.

The effectiveness of the school's provision for pupils with EAL will be evaluated through:

- The progress and attainment of pupils with EAL across the curriculum.
- The Bell Foundation EAL Assessment Framework and ongoing assessment of English language acquisition.
- Lesson visits, learning walks and other monitoring activities.
- Work scrutiny and curriculum monitoring.
- Pupil voice and discussions with pupils regarding their experiences in school.
- Feedback from parents and carers.
- Evaluation of the effectiveness of adaptive teaching and classroom provision.
- The participation of pupils with EAL in the wider life of the school, including enrichment opportunities, educational visits and extra-curricular activities.

Monitoring outcomes will be used to identify strengths, inform staff training, improve classroom practice and ensure that provision continues to meet the needs of pupils with EAL.

This policy will be reviewed annually by the Headteacher and governing body, or earlier if required due to changes in legislation, statutory guidance or the needs of the school.