

STANBURN PRIMARY SCHOOL



EAL POLICY

Committee Responsible:	SLT
Review Date:	October 2025
Reviewed By: (Committee Name)	Headteacher
Next Review Date:	October 2027
Name and Signature:	C. Crane

Introduction

Stanburn Primary School is an inclusive school where every child is given the tools to succeed. We recognise and value pupils' individual strengths, family backgrounds and cultures, and deliver a cohesive package of support for children with English as an Additional Language (EAL).

This policy outlines the school's approach to identifying and meeting the needs of pupils with EAL. The school is rich in cultural and linguistic diversity and our community benefits greatly as a result. We value our strong relationships with parents and the wider community, and we believe strongly that EAL learners make the most progress when integrated with their peers in an inclusive, supportive environment.

Definition

The term 'EAL' is used to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. In England, such learners are defined as those who have been 'exposed to a language at home that is known or believed to be other than English' (Department for Education, 2019).

Statement of commitment

Stanburn Primary School is committed to the provision of teaching and resources for pupils who have English as an additional language, and for raising the achievement of minority ethnic pupils. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

Aims

- To ensure that all children have equal access to a broad and balanced curriculum
- To ensure that individuals or groups of children at risk of underachieving are targeted and received extra support
- To ensure that pupils, parents and carers from all ethnic minorities are included and valued as part of the school community
- To help pupils to use English confidently and competently

EAL teaching and learning

EAL learners have equal access to the National Curriculum. Teaching and learning strategies to be used within the classroom:

- Use a school-wide adaptive teaching approach to include all EAL learners fully in lessons
- Use visuals, scaffolding, modelling, and dual-language resources
- Use visual timetables, labelled objects, and props to support understanding.
- Pre-teach key vocabulary and provide opportunities for oral rehearsal
- Create language-rich classrooms where oracy is a central tool for learning
- Encourage use of home languages alongside English
- Provide induction programmes and survival vocabulary support for new arrivals
- Use Flash Academy to:
 - Deliver personalised learning activities in multiple languages
 - Support phonics, vocabulary, and grammar development
 - Provide interactive speaking and listening practice.
 - Enable pupils to access translated resources that build confidence and independence
 - Support teacher judgements in assessing the language proficiency of EAL pupils

EAL assessment and monitoring

Assessment:

- Initial information is gathered from admission forms, parents/carers, and previous schools
- A baseline EAL assessment is carried out on entry
- Children are assessed in English by their class teacher, using the Bell Foundation proficiency scales, under the guidance of the Inclusion Leader
- Pupils are categorised using national EAL proficiency codes (A: New to English → E: Fluent).
- Class teachers moderate their assessments within their year groups to establish whether additional support is required

Monitoring:

- Assessments are reviewed termly to track progress and provide further intervention as necessary
- Individual children's progress is monitored as they progress through the school by their class teachers and the Inclusion Leader
- For pupils who are new to English, Flash Academy assessments are used to monitor language development, track proficiency levels, and identify next steps in learning.

Equal Opportunities

All pupils, regardless of gender, background, ability, or language, have the right to access the curriculum. EAL provision is fully integrated into the school's inclusion, safeguarding, and equality commitments.

Special Educational Needs

All staff are aware that SEN and EAL are not the same. Although there is a cross over in some cases, children are assessed individually and provision differs according to need. Pupils with EAL have equal access to SEN provision, should they require it.

Resources

- Teachers and Teaching Assistants
- Adaptive teaching
- Bilingual dictionaries
- Dual language resources
- Widgit for creating visual resources
- Peer support
- Intervention groups
- Language development games
- Flash Academy

Parents/carers and the wider community

Stanburn Primary School values the wide and varied contributions our parents and the wider community make to school life. The school celebrates cultural diversity through curriculum and community events. Language is celebrated and parents are encouraged to support learning in both English and their home language. Interpreters are used for key meetings. Flash Academy can be accessed at home, enabling families to support learning outside school.

Roles and responsibilities

- Inclusion Leader: Leads on identification, assessment, provision planning, and staff training. Maintains records of EAL learners.
- Class Teachers: Responsible for planning inclusive lessons that meet the needs of EAL learners.
- Teaching Assistants: Provide targeted in-class and small-group support.

- Senior Leadership Team (SLT): Ensures policy implementation, resourcing, and monitoring of impact.

Monitoring, review and evaluation of the policy

This policy will be reviewed every 3 years by the leadership team.