STANBURN PRIMARY SCHOOL

EAL POLICY

Committee Responsible:	**SLT**
Review Date:	**June 2026**
Reviewed By: (Committee Name)	**Headteacher**
Next Review Date:	**June 2028**
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.

Appendix:
EAL Provision at Stanburn Primary School

As a large primary school with a higher-than-average proportion of pupils who speak English as an Additional Language (EAL), we are committed to ensuring that all pupils can access the curriculum, develop proficiency in English and achieve highly across all areas of learning. Our approach recognises that EAL pupils bring valuable linguistic and cultural knowledge to the school community. We aim to build on these strengths whilst providing the support necessary for pupils to become confident and successful users of English.

High-Quality Classroom Provision

The primary support for EAL learners is high-quality, inclusive teaching within the classroom. Staff use adaptive teaching strategies to ensure pupils can access learning alongside their peers. These include:

- explicit teaching and revisiting of vocabulary;
- clear modelling and demonstration of learning;
- use of visual, concrete and contextual supports;
- breaking learning into manageable steps;
- opportunities for structured talk and language rehearsal;
- regular checks for understanding and responsive teaching.

Visual and Communication Support

Visuals are used extensively to support language acquisition and understanding. Staff utilise Widgit and other visual resources to:

- support classroom routines and expectations;
- reinforce key vocabulary and concepts;
- provide visual instructions and prompts;
- reduce cognitive load and improve accessibility.

Scaffolded Learning

Teachers provide appropriate scaffolds to enable pupils to engage successfully with age-related learning, including:

- vocabulary banks and glossaries;
- sentence stems and writing frames;
- graphic organisers and visual supports;
- adapted texts and resources where appropriate;
- opportunities for oral rehearsal before reading and writing tasks.

Immersive Language-Rich Environment

We believe pupils develop English most effectively when immersed in high-quality classroom experiences. EAL pupils are therefore fully included in mainstream lessons and school life. Staff create language-rich environments where pupils are encouraged to:

- participate in classroom discussions;
- work collaboratively with peers;
- engage in purposeful speaking and listening activities;
- develop confidence in using academic language across the curriculum.

Reading and Language Development

We recognise the importance of reading in supporting language acquisition and fostering a sense of belonging. Alongside high-quality English texts, our school library includes a selection of dual-language books which enable pupils to access stories and information in both English and their home language. These resources celebrate pupils' linguistic heritage, support reading for pleasure and help families engage with learning at home.

Practical Learning Opportunities

Foundation subjects provide valuable contexts for language development. Teachers plan practical, collaborative and enquiry-based learning experiences that enable pupils to acquire new vocabulary and language structures through meaningful application. Group work and discussion are carefully structured to maximise opportunities for language development.

Targeted Support for New to English Pupils

Pupils who are New to English receive additional support through Flash Academy. This provision complements classroom teaching and supports pupils to develop:

- listening, speaking, reading and writing skills;
- functional and academic vocabulary;
- confidence and independence in using English;
- the language needed to access the wider curriculum.

Teaching assistants provide additional targeted interventions focused on the acquisition and application of key English vocabulary. These sessions are carefully planned to reinforce classroom learning, pre-teach essential vocabulary and language structures, and support pupils to participate successfully in lessons across the curriculum.

Partnership with Families

We recognise the important role families play in language development and learning. We work closely with parents and carers to:

- welcome and support newly arrived families;
- share information about pupils' progress and attainment;
- encourage the continued development of home languages;
- ensure families can access key school information and support.

Valuing Home Languages and Cultural Diversity

We celebrate the rich linguistic and cultural diversity within our school community. Pupils are encouraged to value and maintain their first language, recognising that strong first-language development supports additional language acquisition and wider academic success.

Assessment and Monitoring

Leaders and teachers monitor the progress of EAL pupils through ongoing formative assessment, pupil progress discussions and classroom observation. Particular attention is given to pupils who are New to English to ensure provision is responsive to need and barriers to learning are identified and addressed promptly. Staff assess pupils' English language development termly using the Bell Foundation EAL Assessment Framework and Proficiency in English descriptors. This enables teachers to:

- track pupils' progress in acquiring English over time;
- identify next steps in language development;
- adapt teaching and provision to meet individual needs;
- monitor the impact of interventions and classroom support;
- ensure pupils can increasingly access the full curriculum independently.

Assessment information is used alongside wider attainment and progress data to provide a comprehensive picture of each pupil's development and achievement.

Impact

Through a combination of adaptive teaching, language-rich classrooms, targeted intervention, ongoing assessment and strong partnerships with families, EAL pupils are enabled to access the full curriculum, develop proficiency in English and achieve well academically while participating fully in all aspects of school life. Termly Bell Foundation assessments demonstrate pupils' increasing proficiency in English, enabling them to access a broader range of curriculum content and participate more confidently and independently in their learning.