



EAL Policy

Date: September 2026

Aligned with current DfE expectations, the Equality Act 2010, the EYFS Framework, the National Curriculum and current EAL best practice.

Review Date: September 2028

Statement of Aims

Newdale Primary School & Nursery is committed to providing an inclusive, welcoming and ambitious learning environment where pupils who speak English as an Additional Language (EAL) can thrive academically, socially and emotionally.

We recognise and value the cultural and linguistic diversity of our school community and view pupils' home languages as an asset that supports identity, learning and achievement. We are committed to ensuring equality of opportunity and enabling all pupils to access the full curriculum regardless of their level of English proficiency.

We aim to ensure that all EAL pupils are able to:

- Develop competence and confidence in understanding, speaking, reading and writing English.
- Use English effectively to access learning across the curriculum.
- Continue to develop and value their first language and multilingual skills.
- Participate fully in all aspects of school life.
- Achieve their full academic potential.

Definition of EAL

A pupil is described as having English as an Additional Language (EAL) if they are exposed to a language other than English within the home environment or are in the process of learning English in addition to their home language.

EAL learners may be:

- Newly arrived to the United Kingdom.
- Born in the UK but growing up in a multilingual environment.
- Fluent users of English who continue to use another language at home.
- At any stage of English language acquisition.

The school recognises that EAL pupils represent a diverse group with differing strengths, experiences and educational backgrounds.

Key Principles

At Newdale Primary School & Nursery we believe that:

- Language develops most effectively through meaningful use across the curriculum.
- Every teacher is a teacher of language as well as a teacher of their subject.
- EAL learners benefit from high expectations alongside appropriate scaffolding and support.
- Home language development supports the acquisition of additional languages and should be encouraged and valued.

- All pupils are entitled to access a broad, balanced and ambitious curriculum.
- EAL is not a Special Educational Need; however, some pupils may have both EAL and SEND.
- Careful assessment is essential to identify language acquisition needs and distinguish them from SEND.
- All languages, cultures, dialects and identities are valued and respected.
- Strong partnerships with families are essential in supporting pupil success.

Teaching and Learning

Planning and Provision

Teachers plan learning opportunities that enable EAL pupils to access the curriculum whilst developing their English language proficiency.

Planning takes account of:

- Pupils' current level of English proficiency.
- Prior learning and educational experiences.
- Cultural and linguistic backgrounds.
- Appropriate adaptations and scaffolds - visuals including widgets may be very beneficial and used in our setting.
- Opportunities for purposeful talk and language development.

Curriculum planning identifies key vocabulary, language structures and subject-specific terminology required for successful participation in learning.

Staff work collaboratively to ensure that support is integrated into high-quality classroom teaching rather than viewed solely as intervention.

Teaching Strategies

Staff may use a range of evidence-informed approaches including:

- Explicit vocabulary instruction and pre-teaching.
- Visual supports, diagrams, photographs, artefacts and demonstrations.
- Modelled and shared language.
- Structured speaking and listening opportunities.
- Collaborative learning and peer support.
- Use of bilingual resources and translation tools where appropriate.
- Working walls and vocabulary displays.
- Writing frames and sentence stems.
- Role play and practical learning experiences.
- Retrieval and repetition of key language.
- Opportunities to connect new learning with pupils' prior knowledge and experiences.
- Scaffolded access to reading and writing tasks.

- Appropriate use of technology to support communication and learning.

Support may be delivered within class, through targeted intervention, or through short-term focused support where appropriate.

Assessment, Monitoring and Evaluation

Admission and Initial Assessment

When a pupil joins the school, staff gather information regarding:

- Home language(s).
- Previous education and schooling.
- Prior attainment where available.
- Literacy skills in first language and English.
- Family, cultural and linguistic background.
- Any additional needs or pastoral considerations.

This information supports effective induction and curriculum planning.

Ongoing Assessment

Pupils' English language development is monitored through:

- Day-to-day teacher assessment.
- Classroom observation.
- Pupil work and outcomes.
- Speaking, listening, reading and writing assessments.
- Progress and attainment data.
- Discussions with pupils and families.

Assessment information informs planning, support arrangements and intervention strategies.

School leaders regularly analyse attainment, progress and attendance data to evaluate the effectiveness of provision and identify any emerging gaps in achievement. (Pupil Progress meetings which occur at the end of each term).

SEND and High Attaining Pupils

The school recognises that learning English as an Additional Language does not constitute a special educational need.

Where concerns arise regarding a pupil's progress, staff will consider whether difficulties may relate to:

- English language acquisition;
- SEND;
- interrupted or limited prior education;
- attendance or wider pastoral factors.

Decisions regarding SEND identification will be based on a range of evidence and not solely on English language proficiency.

The school also recognises that EAL pupils may demonstrate high attainment and exceptional ability and will ensure equitable access to challenge, enrichment and wider opportunities.

Parents, Carers and Community

We value the important role families play in supporting language development and learning.

The school will:

- Promote strong communication with families.
- Provide translated information or interpretation where reasonably practicable.
- Use plain English and accessible communication methods.
- Celebrate the cultural and linguistic diversity of the school community.
- Seek pupils' and families' views regarding support provision.
- Work with external agencies and community organisations where appropriate.

Staff Development

The school is committed to developing staff expertise in supporting EAL learners.

Professional development opportunities may include:

- EAL teaching strategies.
- Language acquisition and bilingualism.
- Cultural awareness and inclusion.
- Effective assessment of EAL learners.
- Identifying SEND alongside EAL.

At this setting we can use Local Authority expertise to support decision making.

Training needs will be reviewed as part of the school's ongoing professional development programme.

Roles and Responsibilities

Headteacher

The Headteacher will:

- Ensure the effective implementation of this policy.
- Promote high expectations for EAL learners.
- Monitor outcomes and provision.

EAL Lead (at this setting this is currently the Headteacher)

The EAL Lead will:

- Support staff in meeting the needs of EAL learners.
- Monitor progress and achievement.
- Coordinate assessment and intervention arrangements.
- Advise staff on effective practice.
- Contribute to staff training and development.

Class Teachers

Class teachers are responsible for:

- The progress and attainment of all pupils in their class.
- Delivering high-quality inclusive teaching.
- Monitoring the progress of EAL pupils.
- Liaising with families and relevant staff.
- Providing appropriate adaptations and support.

Monitoring and Review

This policy will be reviewed annually by the Senior Leadership Team, Governors and the EAL Lead, or sooner if changes in legislation, statutory guidance or school circumstances require it.

The effectiveness of this policy will be evaluated through:

- Pupil progress and attainment data.
- Monitoring of teaching and learning.
- Pupil voice.
- Parent and carer feedback.
- Attendance and participation data.
- Governor monitoring and challenge

