



The Children's House

EAL Policy

This policy should be reviewed annually and as required by legislation.		
Action	Reviewer	Date
Review	JC	May 2025
Approved by Chair of COM	DB	May 2025
Date for next internal review		May 2026



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EAL POLICY

Introduction

Teaching and learning, achievements, attitudes, and the well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

The term EAL means 'English as an additional language' is used by the government to refer to pupils 'who use or have access to more than one language at home or at school' (DFE, 2003). At The Children's House, we use this term to classify pupils who have been exposed to a language other than English during early development and continue to be exposed to that language in the home or community. This therefore encompasses children for whom English is not their first language spoken and children who are bilingual.

Children who are learning English as an additional language will have skills and knowledge about language similar to monolingual English-speaking children. However, their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims and Objectives

- To promote equality of opportunity for all learners for whom English is an additional language.
- To create a welcoming and supportive environment which will encourage EAL pupils to participate fully in all areas of school life.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- To value and respect the cultural and linguistic identities of EAL pupils and use these to enrich the learning of all pupils
- To develop the oral and literacy skills of EAL pupils so they can understand and use English confidently and competently across the curriculum and maximise their potential in all areas of school life
- To integrate new EAL children into the school to ensure that they gain access to the curriculum.
- To encourage and enable parental support in improving children's attainment.

Equal Opportunities:

Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced, and relevant curriculum. English is learnt through immersion in school life as well as through the



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curriculum and EAL pupils are encouraged to play a full part in school life and all learning opportunities within the EYFS and Key Stage One and Two curricula.

We value and respect the cultural identities and experiences of all pupils, and these are celebrated through both class based and school wide activities. We recognise that the use and development of each child's home language is an essential part of the child's linguistic development and is viewed as a positive and life enriching asset.

Identification of EAL and Bilingual children:

Identification is carried out with the purpose of providing the most appropriate provision for each pupil. Information is gathered in the following ways:

- Information from the application form
- Language Mapping form to be filled in by parent/ guardians during initial week of joining
- Conversations with parents/guardians

Assessment of EAL and Bilingual children:

Assessment of EAL pupils is overseen by the EAL coordinator, who works in partnership with the class teacher, SENCo, parents/ guardians, and pupil.

In assessment of EAL pupils at all key stages, competence in English is categorised.

EAL and Bilingual pupils in the EYFS have their spoken English and listening skills assessed with the support of 'The Grid'. Their competence in English is categorized on a four-point scale.

The EYFS EAL Classification Codes are:

Stage 1 – New to English	The pupil may: -Still be in the silent stage (early stage 1) -Have started to use single words and is attempting to join in at Storytime (middle of stage 1) -Have started communicating more through very short phrases. (late stage 1)
Stage 2 – Emergent Bilingual	The pupil may: - Be initiating social conversation -Convey a simple message and give simple instructions. Their English may have non-standard features. -Be able to follow the gist of adult talk, delivered in age-appropriate style, with visual support and repetition. -Begin to use descriptive language e.g. size, colour, quantity.
Stage 3 – Developing Bilingual	The pupil may: -Communicate to a variety of audiences but may still use non-standard features. -Speak fairly fluently and accurately about familiar topics.



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	<ul style="list-style-type: none"> -Ask functional questions, using simple grammatical structures. -Retell stories with detail and predict what might happen next. -Use a growing vocabulary for naming objects/ events -Recognises nonsense talk, and deliberate mistakes. -Begin to sort out he/she -Begin to use tenses appropriately.
Stage 4 – Competent Bilingual	<p>The pupil may:</p> <ul style="list-style-type: none"> -Be a fluent user of English in most social and learning contexts comparable to that of English speakers of the same age. -Understand verbal instructions and directions without visual or contextual clues. -Relate what has happened in a story (without problems) and can predict what might happen next. -Understand the detail of a more complex story -Show a growing command of the grammatical system of English and a range of sentence structures. Clarity is aided by clear stress and intonation patterns. -Have increasing control of tense system in particular contexts including storytelling, songs, and rhymes. -Speak fluently and accurately about familiar topics.

EAL pupils in Key Stages One and Two have their competence when Speaking, Listening, Reading and Writing in English categorised on a five-point scale. This scale is taken from 'The Bell Foundation': <https://www.bell-foundation.org.uk>.

Key Stage one and two Classification Codes are:

A – New to English	<p>The pupil may:</p> <ul style="list-style-type: none"> -Use first language for learning and other purposes -Remain completely silent in the classroom -Be copying/ repeating some words or phrases -Understand some everyday expressions in English but may have minimal or no literacy in English <p>The pupil will need a considerable amount of EAL support</p>
B – Early Acquisition	<p>The pupil may:</p> <ul style="list-style-type: none"> -Follow day-to-day social communication in English and participate in learning activities with support. -Begin to use spoken English for social purposes. -Understand simple instructions and can follow narrative/ accounts with visual support. - Have developed some skills in reading and writing. -Have become familiar with some subject specific vocabulary.



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	The pupil will still need significant amount of EAL support to access the curriculum
C – Developing Competence	<p>The pupil may:</p> <ul style="list-style-type: none">-Participate in learning activities with increasing independence.-Be able to express self orally in English, but structural inaccuracies would still be apparent.-Be able to follow abstract concepts and more complex written English. <p>The pupil will require ongoing support, to fully access the curriculum, particularly for understanding text and writing.</p>
D- Competent	<p>The pupil may:</p> <ul style="list-style-type: none">-Be developing oral English well, enabling successful engagement in activities across the curriculum.-Be able to read and understand a wide variety of texts.-Lack complexity in written English, with occasional evidence of errors in structure.-Need some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. <p>The pupil will require occasional EAL support to access complex curriculum material and tasks, particularly at Key Stage Two.</p>
E- Fluent	<p>The pupil may:</p> <ul style="list-style-type: none">-Be able to operate the curriculum to a level of competence equivalent to a pupil who uses English as a first language. <p>The pupil will operate without EAL support across the curriculum</p>

EAL Provision:

- Provision for learning needs is best expressed in terms of 'learning support' – an umbrella term indicating provision for a variety of types and levels of need, including SEN, EAL and More Able pupils. This provision encompasses curriculum planning, differentiated support for individual pupils or groups of pupils within the classroom and support for those responsible for teaching these pupils.
- We aim to address the needs of EAL pupils within the classroom. However, some withdrawal support for EAL may take place at times. The support should be clearly linked to the National Curriculum and the School's Curriculum and reviewed regularly. The support may be used to address a particular language or learning focus.

Support may include:



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- Preparation sessions with the pupil before teaching input, for example before a whole class session
- Sessions following up with the pupil individually or in a small group to reinforce key language and concepts.
- Sessions to enable the pupil to complete homework tasks with understanding
- Intensive support for older bilingual pupils who are at a very early stage of learning English.

EYFS

EAL children in the EYFS will be provided with reasonable steps to learn and play in their home language. The School will support language development at home and support children in reaching a good standard of English. Where appropriate, we will assess understanding in the home language to inform an assessment judgement in the early stages of English language learning.

The EYFS helps children learning English as an additional language by:

- Building on children's experiences of language at home and in the wider community, so that their developing use of English and of other languages support one another
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Providing rich and stimulating activities which promote language.

Roles and Responsibilities

All staff have a responsibility for supporting and encouraging EAL children to overcome any barrier to learning and to become fluent English speakers.

All staff have responsibility for:

- Modelling good use of English, in extending sentences and encouraging children to do the same
- Communicating to children that they are expected to speak clearly and audibly using more than single words
- Communicating to children how they are expected to listen and respond when someone speaks to them

The following staff have responsibility for specific areas of EAL provision:

Senior Administrator in charge of Admissions

- To obtain, collate and distribute information on new pupils with EAL to the EAL Coordinator including:

- language(s) spoken at home;

- from the previous school, information on level of English studied/used; details of curriculum

The Role of the EAL Co-ordinator

- To maintain the EAL register for EYFS and the KS1 and KS1 pupil trackers.
- To ensure that staff are aware of the School's policy on EAL.



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- To oversee initial assessment of pupil's standard of English
- To give guidance and support to teachers in using the assessment to set targets and plan appropriate work.
- To act as a contact point and source of information for support staff, ensuring that relevant information on EAL pupils reaches all staff.
- To oversee termly observation inputs of EAL children, ensuring these are carried out
- To ensure that all involved in teaching EAL learners liaise regularly, at least termly
- To attend relevant INSET and feed back to staff
- To liaise with teachers with regards to resources
- To act as a contact point for class teachers
- To liaise with school SENCO, teachers, parents, and other agencies and assist with communication between home and school, if necessary
- To work with the Head of Assessment and Head Teacher to monitor the progress of EAL pupils.

The Role of the Teaching Staff

Teaching staff have responsibility for:

- Planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English.
- Planning a clearly identified language focus for each lesson which will aid second language acquisition and is made explicit to the pupils
- Building increased awareness of the existing language knowledge and understanding that pupils bring to lessons
- Assessing and tracking the progress in Literacy of EAL children over and above the assessment used for every child.
- Using speaking and listening strategies to develop subject learning and setting targets for improvement.
- Planning for teaching and learning of subject-specific vocabulary
- Developing reading strategies to increase EAL pupils' ability to read for a purpose and engage with a variety of texts.
- Modeling writing for key text types within their subject

The Role of the Support Staff

- To support teachers to carry out an initial assessment of the EAL children on admission
- To work with teachers to support children's access to the curriculum

Monitoring and Recording:

Class teacher

Bilingual Pupils:

An Autumn term observation is carried out in the EYFS, identifying stage and targets. Observations will continue each term if there are concerns about English language development.



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At the end of the Reception Year, if there are no concerns raised on the language development of bilingual pupils, they will be taken off the Register.

EAL Pupils:

Termly tracking of EAL pupils are carried out in both the EYFS and KS1&2, and new targets set, which are shared with the EAL Coordinator.

The EAL Coordinator

The EAL Coordinator collates and maintains the records pertaining to all EAL children.

The EAL Coordinator updates the 'EAL and Bilingual Register' in the EYFS and monitors the tracking of EAL pupils in KS1 and KS2 termly, monitoring development.

Resources

The teaching staff are the fundamental resource for raising the achievement of EAL learners. Additional resources in the form of books, games and other teaching tools can be purchased if necessary.

This Policy was reviewed, amended and agreed by the Council of Management in May 2025. It will be reviewed again in May 2026.

Danielle Dufey

Agreed by _____ Chair of the Council of Management