



## English as an Additional Language (EAL) Policy

### Policy Details

<b>Policy Level</b>	School
<b>Document Approver</b>	Trust Board
<b>Document Status</b>	Draft
<b>Applicable to</b>	Courthouse Green Primary School
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### Revision History

Revision	Date	Details	Approved by
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## 1. Introduction

This policy outlines the school's approach to identifying and meeting the needs of pupils with English as an Additional Language (EAL). We value the cultural and linguistic diversity of our community and are committed to ensuring that all learners have full access to the curriculum and are supported to achieve their potential.

We believe that:

- Bilingualism is an asset that enriches the whole school community.
- EAL learners make the best progress when integrated with their peers in an inclusive, supportive environment.
- A strong partnership between school, parents, and external agencies ensures the best outcomes.

## 2. Definition

An EAL learner is any pupil whose first language is not English. This includes pupils who:

- Are newly arrived from abroad (from English or non-English speaking schools).
- Were born abroad but moved to the UK before starting school.
- Were born in the UK into families where English is not the main home language.
- May be asylum seekers or refugees.

EAL learners may be at different stages of English language acquisition, from “New to English” to “Fluent”.

## 3. Roles and Responsibilities

- **EAL Coordinator:** 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.

## 4. Identification and Assessment

- Initial information is gathered from admission forms, parents/carers, and previous schools.
- A baseline EAL assessment is carried out on entry.
- Ongoing assessments (e.g., Bell Foundation proficiency scales) track progress termly.
- Flash Academy assessments are used to monitor language development, track proficiency levels, and identify next steps in learning.

- Pupils are categorised using national EAL proficiency codes (A: New to English → E: Fluent).

## 5. Provision and Teaching Strategies

EAL learners have equal access to the National Curriculum. Teachers and support staff will:

- Use visuals, scaffolding, modelling, and dual-language resources.
- Pre-teach key vocabulary and provide opportunities for oral rehearsal.
- Create language-rich classrooms where talk 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.

## 6. Early Years Foundation Stage (EYFS)

- Provide a language-rich environment with daily speaking and listening opportunities.
- Use visual timetables, labelled objects, and props to support understanding.
- Deliver daily phonics and early reading/writing activities adapted for EAL learners.
- Incorporate Flash Academy phonics and vocabulary tools where appropriate to support home/school learning links.

## 7. Parent and Community Engagement

- Families receive welcome packs (with translations where possible).
- Translators/interpreters are used for key meetings.
- Parents are encouraged to support learning in both English and the home language.
- Flash Academy can be accessed at home, enabling families to support learning outside school.
- The school celebrates cultural diversity through curriculum and community events.

## 8. Resources

- A range of dual-language texts, visual prompts, and bilingual dictionaries are available.
- Flash Academy is a key digital resource, accessible both in school and at home,

supporting personalised language development and ensuring continuity of provision.

- The EAL Coordinator and subject leaders audit resources annually to ensure they remain effective and inclusive.

## **9. Monitoring**

- Progress of EAL learners is monitored termly by class teachers and the EAL Coordinator.
- Flash Academy data is used alongside teacher assessments to inform planning and provision.
- This policy will be reviewed every 3 years by the SLT and Governing Body.

## **10. 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.