

# **ENGLISH AS AN ADDITIONAL LANGUAGE POLICY**



## **Alexander McLeod Primary School**

**Updated: July 2024**

**Date of review: September 2025**

## **Introduction**

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are recognised as having English as an additional language (EAL).

This policy applies to all pupils, including those in the early years.

In defining EAL we have adopted the following definition: 'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.' EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English-speaking school;
- Born abroad, but moved to the UK at some point before starting school; or
- Born in the UK, but in a family where the main language is not English. EAL pupils will need varying levels of provision.

## **Context**

The pupils at Alexander McLeod Primary School come from diverse backgrounds with a wide range of language skills. We recognise and value the cultural, linguistic and educational experience that pupils with EAL bring to the school and are committed to providing a language rich environment and high-quality education for all.

Alexander McLeod Primary School:

- Caters for a large multilingual community.
- Serves an area of high social deprivation.
- Has approximately 580 pupils on roll of which, on average, 52% speak a first language other than English.
- Has a large proportion of children with an Eastern European or African heritage.
- At least 32 different languages are spoken.
- Cater for many families from other countries with limited use of spoken and/or written English.

We have a strong team of bilingual staff. Languages spoken by staff include Urdu, Punjabi, Hindi, Italian, Russian, Latvian, French, German, Bulgarian and Spanish. Staff support pupils and families with no or very little understanding of English who speak the same language as them. We help the pupils learn English through a variety of teaching and learning methods. We firmly believe that all the cultures in our school should be celebrated, respected and valued by all staff and pupils.

Children have the chance to learn about a variety of faiths present in our school and wider community. We celebrate 'Diversity week' annually: during this week the children participate in a range of activities that celebrate the cultural diversity that we have within our school. We also celebrate a wide range of cultural events with dedicated activities throughout the year (i.e. Christmas, Diwali and Eid), displays, trips and assemblies as well as the National Curriculum guidelines to explore a wide variety of cultural and lifestyle issues.

## **Recognition**

Our school seeks to ensure that all pupils are enabled to have access to a broad and balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities. EAL learners make the best progress within a whole school context, where pupils are educated with their peers. Our school environment promotes language development through the rich use of language.

The school structure, pastoral care and overall ethos help EAL pupils integrate into the school whilst valuing diversity. Bilingualism is viewed a positive and life enriching asset. Parents and prospective parents will be provided with the particulars of our EAL provision.

## **Aims**

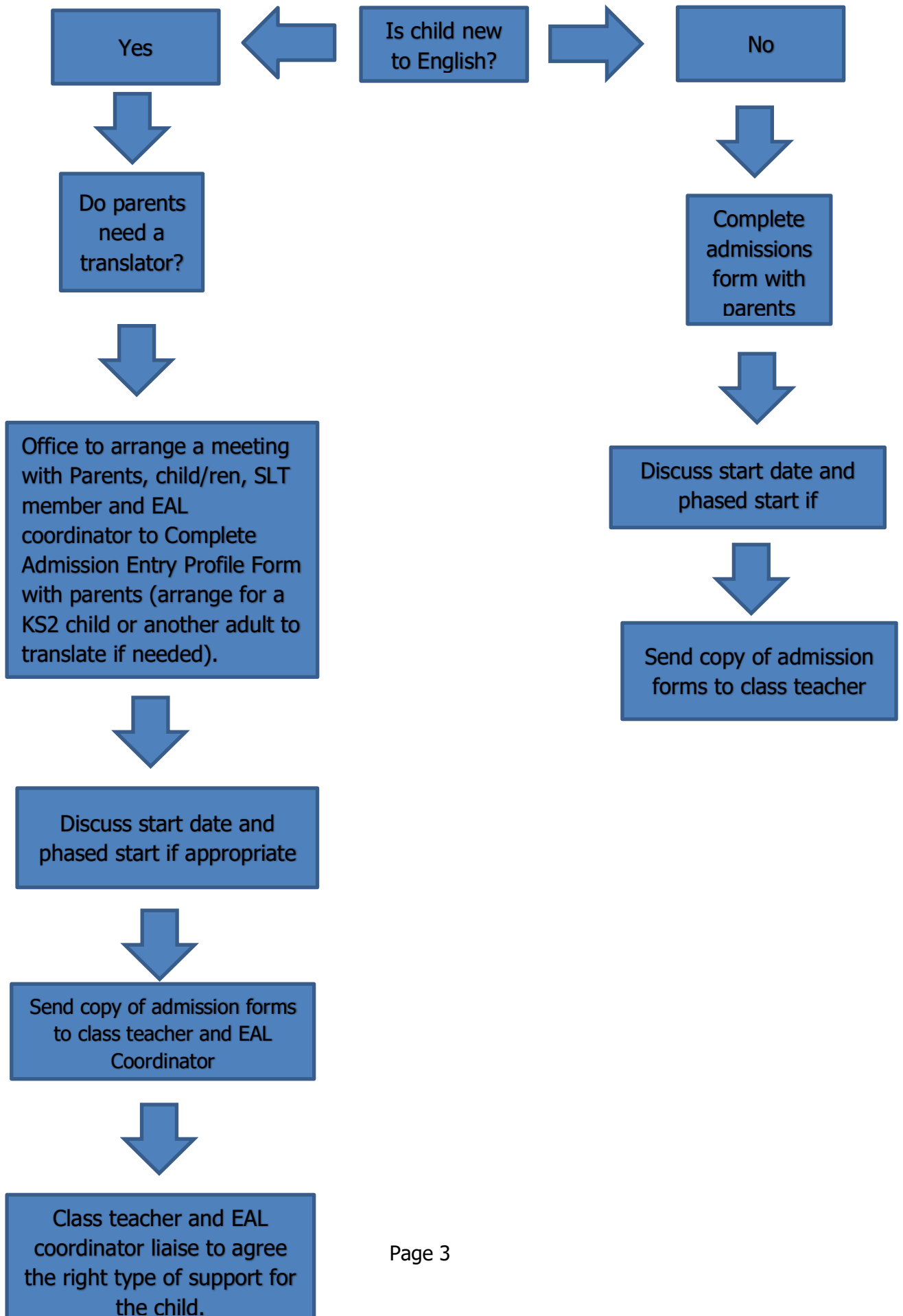
At Alexander McLeod Primary School, we aim to provide a welcoming environment in which pupils will learn most effectively by:

- Ensuring that all children and their parents/carers are valued members of the school community by promoting their languages, cultures and identities throughout the school.
- Implementing whole school strategies to ensure that EAL pupils access the full curriculum
- Supporting EAL pupils to become confident and fluent in both spoken and written English
- Providing resources, including dual language texts and Ipad which aid learning
- Planning and teaching lessons using learning styles most appropriate to EAL learners.
- Ensuring that the range of teaching methods used by staff in the school encourage the participation of all learners by engaging their interest
- Ensuring that EAL pupils progress through rigorous and regular monitoring, tracking and target setting and supporting pupils who are at risk of under achieving
- Celebrating pupils' achievements.

## **Admission Arrangements**

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy)

**New Admissions flow chart**





### **First Two Weeks**

- The Class teacher will select a child to be a Buddy for the new pupil. If possible, this child may share the same home language as the new arrival but this is not essential.
- The buddy, with adult assistance if needed, will show the new pupil the key areas of the school.
- Where a child is assessed as A or B (see EAL Classification Codes), the teacher will plan a programme of intervention with the support from the EAL Coordinator (if necessary). This will set short term targets and the length of the intervention programme. Progress and action will be tracked and monitored termly.
- The EAL Coordinator will provide the child with the School EAL Welcome pack and liaise with Parents and Class teacher to maximise the impact of the support received in school and at home.
- Structured programme put in place (Racing to English) so that children can access basic language to help them operate in the classroom.

### **Roles and responsibilities**

At Alexander McLeod Primary School the Inclusion Consultant is Mrs Sharon Farish. The Assistant Head Teacher for Pastoral Care is Mrs Olyvia Shaw. The SENCo is Mrs Christine Bearfoot, the Assistant SENCo is Mrs Jennifer Bailey and the EAL Co-ordinator is Mrs Ingrid Favata.

All staff are responsible for developing the English skills of EAL learners by:

- Ensuring that there are many opportunities for dialogue and that this is used to support writing.
- Building on children's experiences of their first language.
- Modelling correct English by extending sentences and encouraging children to do the same.
- Encouraging children to speak clearly and audibly.
- Striving to develop children's confidence in speaking English and to encourage respect, patience and tolerance from children whose skills are more developed.
- Providing key visual support to scaffold learning.

The class teacher is responsible for ensuring that objectives are met in a way that will ensure pupils are included in whole class sessions and for monitoring pupils' progress in line with school policy.

Senior Leaders and the Inclusion Team will support by:

- Coordinating intervention and support, overseeing assessment and targeting.
- Encouraging the use of appropriate resources in all areas of the school by all staff.

- Supporting staff in communicating with parents e.g. providing translations and interpreters.
- Tracking progress
- Analysis of data
- Reporting to the Governing Body

### EAL Classification Codes

The Department for Education uses the following EAL classification codes. These are the reference points for pupils on the EAL register.



- **New to English [Code A]:** May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
- **Early acquisition [Code B]:** May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
- **Developing competence [Code C]:** May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
- **Competent [Code D]:** Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in

structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

- **Fluent [Code E]:** Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

### **Identification and Assessment**

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil. In assessing the nature and extent of the pupil's grasp of English the following methods may be used:

- Information from the child's application form
- Information from the induction meeting with the parent/carer (Entry profile form)
- Information from EAL assessment carried by the EAL Co-ordinator
- Information from the child's previous school

It is the responsibility of the class teacher (with the support of the EAL Coordinator if necessary) to maintain up to date records of EAL pupils in their class whilst they are in their care.

The EAL Coordinator collates information and arranges a baseline for EAL pupils after an EAL assessment is carried for the children who would benefit the most of some support to develop their English skills as having a competency in English at Stage A, B or C. This is reviewed on a termly basis. A register of EAL pupils (identifying stages) is maintained centrally by the school and monitored by the EAL Coordinator.

### **Provision**

All EAL pupils will be provided with opportunities to make good progress. EAL children in the Early Years will be provided with reasonable steps to learn and play in their home language; we will support language development at home and support children in reaching a good standard in English. Where appropriate, we will assess understanding in the home language in order to inform an assessment judgement in the early stages of English language learning.

Often, full immersion into mainstream lessons will be the most successful way of encouraging a pupil to pick up English. When this is the case, pupils are closely monitored by class teachers to ensure progress is being made. Teachers must refer to the Inclusion Team if a child does not appear to be making progress once they have settled. Assessment, additional support and a programme of intervention will follow.

Classroom teachers have responsibility for ensuring that pupils can participate in lessons and will have awareness of good practice in providing for EAL pupils within the classroom setting. Our school aims to address the needs of EAL pupils within the classroom. However, there will be times when it will be appropriate for children to be withdrawn from lessons to receive focused support.

## Olive class

The EAL Co-ordinator works with targeted pupils in this room (and alongside them in class if appropriate) using structured programmes (i.e. Racing to English and the New Arrivals Programme) and other educational learning resources to increase children's progress in English.

The room has some distinct areas designed to develop specific English skills.



Figure 1. Working area

### Writing

The working area consists of two round tables and eight chairs to complete written tasks and play board games.

All around the class there are many visual aids about parts of speech and vocabulary.



Figure 2. Grammar booster games and Visuals about parts of speech



Figure 1. Role play area

### Speaking

Role play area. All around the classroom there are many games (i.e. Dolls' house, inflatable balls, board games, puzzles

Displays are designed to support children's learning and are interactive.



Figure 5. Display about some effective ways to improve Children's English



Figure 4. Interactive display about everyday objects' vocabulary



Figure 6. Reading corner

### Reading

The Book corner is a quiet area by the window that gives the children the chance to develop their reading skills and encourages them to read for pleasure. Our books collection includes many dual language texts too.



Figure 7. Long Vowel sounds display and interactive game



Figure 8. Laptop and screen

### Listening

Thanks to our big screen and laptop children can develop their listening skills through singing, dancing and translating.

## **Special Educational Needs and EAL**

EAL pupils are not children with SEN and our school recognises that most EAL pupils needing support with their English do not have SEN needs, but have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Some EAL pupils may have a special educational need and in such cases, pupils will have equal access to school SEN provision, in addition to EAL support. EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy.

## **Differentiation**

Using the right type of differentiation can improve the level of confidence and autonomy of EAL children to help them to overcome their difficulties (i.e. focusing on key vocabulary, using pictures and diagrams to support their learning, reading again their writing to make sure it makes sense etc.).

Every child has a different way of learning things that can be influenced by many different factors (i.e. Home Language, Previous schooling, SEN) and it's the teacher/practitioner's role to find the right "key" (type of differentiation) to unlock the child's potential.

## **These are some of the strategies that could be used in class to support EAL children's learning:**

- **Activating prior learning**  
Activities that enable learners to activate their prior knowledge of the topic of the lesson facilitate greater understanding and engagement. Example strategies include taking advantage of the learner's first language and finding out what the learner knows through questioning.
- **Providing a rich context**  
EAL learners will benefit from being provided with additional contextual support to help them make sense of the information conveyed to them in English. The use of images and graphic organisers (e.g. diagrams, grids, charts, and timelines) are very useful for this purpose.
- **Making the English language explicit in the classroom**  
Within the context of the curriculum, learners with EAL can be encouraged to notice the language used and understand how it is used. This implies pointing out key forms and structures that allow pupils to meet the language demands of the tasks. Strategies include providing oral and written models and scaffolding speaking and writing through [speaking and writing frames](#).

- **Developing learners' independence**

The independence of learners who use EAL can be fostered by developing their organisational, thinking and social skills (for instance, working co-operatively with others, taking turns and asking for help). In terms of organisational and thinking skills, teachers can provide learners with opportunities to model and extend what has been taught and support them in developing note taking and summary-writing skills. Social and cultural norms in the classroom will need to be made explicit to the learners. Pupils might be used to different rules and codes of behaviour in school in other countries; for instance, in Japan it is inappropriate to look a teacher in the eye whilst many teachers will expect it in an English school. Teachers can convey information about school social skills by translating simple lists or presenting them pictorially for the learners. Providing a new arrival learner with a buddy speaking the same language, who can explain these different cultural school norms, is another way of doing so.

- **Supporting learners with EAL to extend their vocabulary**

EAL learners at all levels need to be given opportunities to grow their English vocabulary range. This could be done by taking advantage of their first language(s) through translation, the use of flashcards and images. It is important to remember to develop the learner's academic language skills, for instance by focusing on the differences between formal and informal vocabulary.

## **Communication**

Parents and teachers will work together in the best interests of pupils with EAL. Teachers will meet with parents on a termly basis to inform them of progress made and discuss strategies in place.

The EAL Co-ordinator will support the class teachers to facilitate their communications with EAL families suggesting dual language resources, translating letters and informing parents about interventions in place.

## **Sources of Information**

- <https://naldic.org.u>
- <https://www.alexmcleod.org.uk/>
- <https://www.topmarks.co.uk>
  
- <https://gridclub.com>
- <https://readingeggs.co.uk>
- <https://www.oxfordowl.co.uk/for-home/>
- <https://www.teachyourmonstertoread.com>
- <https://www.bbc.com/bitesize>
- <http://learnenglishkids.britishcouncil.org>
- <https://learnenglishteens.britishcouncil.org>
- <https://www.bbc.co.uk/cbeebies>
- <https://www.bbc.co.uk/cbbc>
- <https://www.bell-foundation.org.uk/>
- <https://www.theealacademy.co.uk/>
- The EAL Academy - YouTube