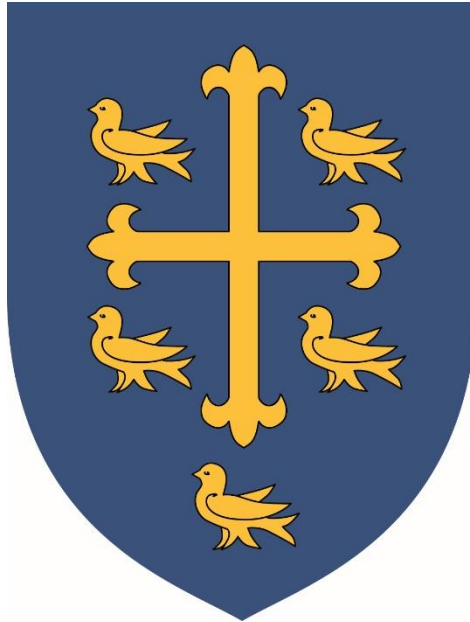


St. Edward's Catholic Primary School



English as an Additional Language 2026/27

'Jesus is at the heart of all that we do'

At St. Edward's, we are committed to safeguarding and promoting the welfare of the children and adults in our school, and we have the same expectation of our staff and volunteers.

Policy agreed/Signed by: _____
(Mr K Connolly – Chair of Governors)

Date: _____

Agreed on: September 2026

Review date: September 2027

English as an Additional Language Policy

“In truth I tell you, in so far as you did this to one of the least of these brothers (or sisters) of mine, you did it to me.”

Matthew 25:40

This policy has been developed within the spirit and context of our Mission Statement. ‘Jesus is at the heart of all that we do’ and embraces the principles of catholic social teaching, prioritising the dignity of the human person and solidarity, recognising our sense of unity and mutual responsibility within our school community. We value every member of our school community and work hard to ensure that all are valued, respected and feel safe. All our children and families are important - our school is enriched by the diversity of ethnicity, culture and faith of its learners. As a whole school, we strive to ensure equality of access to the curriculum for all learners, including those for whom English is an additional language.

Our Aims and Commitment

We aim to equip every child with the language skills they need to learn and thrive throughout their lives, placing oracy and language development and understanding as a central focus for our teaching and learning. At St Edward’s Catholic Primary School, we believe that all students have a right of access to a broad and balanced curriculum regardless of English language proficiency. We recognise and respect that a pupil’s home language is integral to their identity and children with English as an additional language (EAL) are valued for the rich language skills they have. We welcome and value the cultural, linguistic and educational experiences that pupils who use EAL bring to our school. We provide well informed and targeted support, to prevent children who use EAL falling behind their peers. Children with EAL are supported on their journey to becoming confident, fluent speakers, readers and writers of English. We encourage children to use and share their home languages as part of the curriculum and we ensure that our families know we value the importance of maintaining their home language so that the child does not lose key links with culture and tradition.

Definition

For the purposes of this policy, a pupil is considered to use English as an Additional Language (EAL) where their first language is known or believed to be a language other than English.

EAL describes a very diverse group of pupils. It does not indicate a pupil’s level of proficiency in English. A pupil who uses EAL may be new to English, developing fluency, or fully fluent in English while also using one or more other languages.

The school records pupils’ first language in accordance with current Department for Education school census requirements. Assessment of a pupil’s English language proficiency is used to identify any language-development needs and to inform appropriate teaching and support.

Multilingualism

We recognise that being multilingual is a great skill to be valued and viewed positively. The Bell Foundation note that, “there are many research findings about the benefits of being bilingual linked to creativity (Marian & Shook, 2012), the delay of brain ageing (Bialystok et al, 2004) amongst others.” We understand that maintaining and developing skills in the learner’s first language will aid the acquisition of English because the other languages they know provides a means for learners new to English to develop new concepts.

Support on Arrival

To help ensure that we can identify pupils who use English as an Additional Language (EAL) when a school place is offered, we will ask parents about their child's home language skills and share the DfE definition of EAL. We recognise that there are a wide spectrum of experiences and proficiency within this group. Children with EAL may speak both their home language and English fluently, understand their home language and respond only in English at home or have difficulty with their home language and English due to a Speech and Language difficulty. Understanding a pupil's language skills at home gives us vital information to plan how best to support them in school. If a child has attended another setting before joining St Edward's we will request information on their language acquisition and any other additional needs they may have.

Pupils who are new to English will need support to settle into school life. Our 'Welcome Champions' have been trained using 'The Young Interpreter Scheme' and have developed skills needed to help our new arrivals feel welcome and settled in the school environment. In addition, we support pupils in a range of ways including introducing them to other pupils who share their home language, using visual timetables, scaffolds in lessons using Widget symbols. Appropriate translation tools and translated resources may be used to support routine communication and access to learning. Staff will follow the school's data-protection and safeguarding procedures when using digital translation tools. They have a buddy for playtimes, sitting near the front in class and also ensuring all staff are aware of their needs.

Assessment and Monitoring

Initial Language Assessment and On-going Monitoring

Where a pupil who uses EAL may require support with English language proficiency, an initial language assessment will normally be undertaken within the first two weeks of joining the school. For pupils entering Reception in September, initial assessment will take place during the first half term and through ongoing observation and interaction, this is part of the established pattern of assessments in Reception.

Assessment will draw on the Bell Foundation Assessment Framework and Tracker, alongside teacher observation, information from parents/carers, previous schools and the pupil themselves.

Assessment is used formatively to understand proficiency in listening, speaking, reading/viewing and writing and to inform teaching, reasonable support and appropriate targets. An intervention and assessment timetable is then drawn up to match the needs of pupil. See Appendix 1.

As well as the use of the Bell Foundation Tracker specifically focused on EAL, progress is monitored and assessed using both formative and summative assessments in line with the school assessment policy and whole school procedures. This ensures that pupils who use EAL are set appropriate targets. These targets are in addition to the targets set for other areas of the curriculum such as phonics or maths.

Further information can be found at <https://www.bell-foundation.org.uk/>

The Assessment Tracker follows the most recent research into language acquisition and makes clear the steps a learner needs to reach fluency.

The 5 stages of language acquisition are

- A New to English
- B Early Acquisition
- C Developing Competency
- D Competent
- E Fluent

Teaching and Learning

Staff support pupils learning English as an additional language in a variety of ways:

- By giving newly arrived children who use EAL time to absorb English, ensuring that they are grouped to hear good models of English.
- Creating an inclusive environment, having displays which promote linguistic and cultural diversity
- Visual timetables in classrooms, which are referred to frequently to help pupils navigate the school day
- Providing classroom rich in oral experiences; retelling stories and events, partner talk, group discussion, new language introduced alongside visuals, speaking clearly to pupils modelling correct spoken language.
- By planning differentiated and scaffolded work for pupils who use EAL when necessary.
- By setting appropriate expectations; encouraging pupils to contribute and give more than one-word answers (this may be rehearsed before sharing with the whole class).
- By using Knowledge Organisers that include images, vocabulary and examples to make clear key learning across the curriculum.
- Using Widgets (<https://widgeonline.com/en/home>) and simple black and white icons used to illustrate vocabulary (<https://thenounproject.com/>).
- Recognising that pupils who use EAL may need more time to process information, instructions, questions and answers.
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.
- Creating an ethos of asking for clarification of language when needed.
- Use of bilingual resources, dictionary and thesaurus to check word meanings and synonyms, word lists, visual aids, real objects or gestures.
- Include texts, role models and examples from a range of countries and cultures to ensure all pupils see themselves represented and learn to value and respect other cultures
- Direct teaching and explanations of Tier 2 vocabulary and pre-teaching of subject specific vocabulary.
- Focus on grammatical structures in sentences, with additional reinforcement through sentence accuracy or the use of colourful semantics.

Inclusion in Arts and Sport

We recognise that certain subjects and curriculums provide a level playing field for pupils who use EAL, a chance to excel and offer opportunities for pupils who use EAL to express themselves without relying on what may be a limited vocabulary.

Engaging in sports can foster a sense of belonging and inclusion within the school community and provide context for language development, offering opportunities for both receptive (listening) and productive (speaking) language use.

Art can be a powerful tool for providing a creative outlet for expression, building confidence and self esteem as they successfully complete and share work.

The sport and the arts offer all pupils a chance to discover talents and interests and we will endeavour to ensure that any focused interventions take place outside of these lessons.

EAL and SEND

Having English as an additional language is not the same as having a special educational need (SEND). A pupil may have both or just one of these. A pupil with EAL can be supported to access the curriculum with an expectation that they will make good progress or accelerated progress. Teachers will be mindful of a pupil's skills in a range of areas including nonverbal ones e.g. fine and gross motor skills, self-regulation or social skills. At times it will be necessary for liaison between the SENDCo, parents and class teacher to gain a more rounded picture of a pupil's skills and needs. An assumption cannot be made that EAL is the only barrier facing a pupil if their progress is slower than that of other EAL peers or other concerns arise.

Where concerns about a pupil's progress persist, assessment will seek to distinguish between needs arising from developing proficiency in English and those which may indicate SEND. Decisions will draw on a range of evidence, including the pupil's proficiency and development in English, skills and development in their home language where this can reasonably be established, prior educational experience, length of exposure to English, teacher assessment and information from parents/carers.

Parents and Carers

We will endeavour to assist parents with EAL in navigating school life. Office staff liaise with parents in the first instance to ensure they understand admissions and induction procedures. Day to day, class teachers will offer support as needed. For example, they give reminders of equipment needed or key dates. Letters home are written in plain English to give all parents the best chance of understanding their contents. Key dates and information are highlighted. The school website has a translation facility, whereby the home language can be selected.

Safeguarding and EAL

The school recognises that pupils who are new to English or developing proficiency in English may experience additional communication barriers when attempting to express a concern or disclose harm. Staff will not assume that limited verbal communication in English indicates a lack of understanding. Appropriate communication methods and, where necessary, interpreting support will be considered so that pupils can communicate their wishes, feelings and concerns. Safeguarding concerns will always be managed in accordance with the school's Child Protection and Safeguarding Policy and current statutory guidance.

Roles and Responsibilities

The Governors will:

- ensure the school meets its equality and statutory responsibilities;
- monitor the effectiveness of provision for pupils who use EAL.

The Headteacher and senior leaders will:

- promote an inclusive whole-school approach to multilingual learners;
- ensure staff have appropriate knowledge and professional development;
- ensure EAL pupils' attainment, progress, attendance and wider outcomes are appropriately monitored.

The EAL Lead will:

- oversee identification and assessment arrangements;
- support teachers in planning appropriate provision;
- maintain appropriate assessment and monitoring information;
- liaise with the SENDCo and other leaders where appropriate;
- advise on support for newly arrived pupils;
- monitor the impact of EAL provision.

Class teachers will:

- retain responsibility for the progress and attainment of pupils who use EAL;
- provide high-quality teaching that supports language development and curriculum access;
- use appropriate scaffolding and assess pupils' developing proficiency in English;
- communicate relevant information to the EAL Lead and parents/carers.

Legal Framework

St Edward's Catholic Primary School takes its legal obligation to avoid unlawfully discriminating against any pupil very seriously. This policy has due regard, where relevant, to current legislation and statutory guidance, including:

- Equality Act 2010;

- Education Act 2002;
- Children and Families Act 2014;
- UK General Data Protection Regulation (UK GDPR);
- Data Protection Act 2018;
- current Department for Education school census guidance;
- current statutory safeguarding guidance, *Keeping Children Safe in Education*;
- *Special educational needs and disability code of practice: 0 to 25 years*.

Links to other Policies

All staff have a responsibility to support children who use EAL to communicate their needs and feelings to ensure they can disclose any concerns they have. This includes safeguarding and anti-bullying. Safeguarding and promoting the welfare of pupils is embedded into the culture of the school and its everyday practice and procedures.

This policy is linked to our:

- Safeguarding policy
- Behaviour policy
- Anti-bullying policy
- SEND policy
- Admissions Policy
- Assessment Policy

Appendix A: When should we assess?

Induction and initial assessment pathway for pupils who use English as an Additional Language (EAL).



Evidence to use: classroom observation, informal conversations and pupil voice, classwork/workbooks, interaction with peers and routines, information from parents/carers and previous settings, and language proficiency assessment where required.

Avoid: using general cognitive or reading-age tests as a substitute for English language proficiency assessment.

Planning support following assessment



If progress is slower than expected: consider language proficiency alongside previous education, attendance, wellbeing, SEND and other relevant factors. Liaise with the SENDCo and other leaders where appropriate rather than assuming EAL is the sole explanation for difficulty.