



POULTON ST CHAD'S
CHURCH OF ENGLAND
PRIMARY SCHOOL

LOVE LEARNING. LOVE GOD. LOVE ONE ANOTHER.

EAL Policy

| Issue | Date | Author | Approver | Changes | Review |
|--------------|-------------|---------------|-----------------------------|----------------|---------------|
| 1 | 06.03.26 | Ashlee Archer | Curriculum Committee 5.5.26 | Newly Written | March 28 |
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Mission Statement

At Poulton St Chad's, we believe every child is a gift from God, blessed with their own gifts and talents. It is our mission to ensure children are safe, happy and can thrive. We aim to give our children a love for learning through our engaging curriculum and enrichment opportunities; a love for God within our distinctly Christian setting and a love for one another through our nurturing environment and inclusive relationships.

Every day we are guided by our biblical root: "Let all that you do be done in love." (1 Corinthians 16:14) and by our school motto: LOVE LEARNING. LOVE GOD. LOVE ONE ANOTHER.

Policy Statement:

Jesus taught us to love our neighbour as ourselves so we will treat everyone in the school with dignity and respect and develop our awareness of the needs of others. As a Church of England School, we need to remember one thing above all: 'LOVE ONE ANOTHER'.

1. Introduction

At Poulton St Chad's Church of England Primary School we value and celebrate linguistic diversity. We recognise that pupils learning English as an Additional Language (EAL) bring rich experiences, perspectives and cultural knowledge to our school community.

Our school takes a whole-school approach to supporting EAL learners through our ethos, curriculum and commitment to inclusion. Pupils with EAL are supported to develop their English language skills while continuing to value and celebrate their home languages and cultures.

This policy aims to support the planning, organisation, teaching and assessment procedures required to meet the needs of pupils with EAL and to raise pupil achievement across the curriculum.

The school is committed to ensuring equality of opportunity in accordance with the **Equality Act 2010**, which protects individuals from discrimination on the basis of protected characteristics, including race. Pupils learning English as an additional language may be particularly vulnerable to discrimination and therefore must be fully supported within the school environment.

2. Aims

Our EAL provision aims to:

- Ensure all EAL pupils have equal access to the curriculum and school life.
- Provide targeted support to develop pupils' English language skills in speaking, listening, reading and writing.
- Promote inclusion, respect and understanding of cultural and linguistic diversity.
- Enable pupils to reach their full academic potential.
- Encourage parental engagement and celebrate pupils' home languages alongside English.
- Recognise and build upon the skills, knowledge and experiences pupils bring to school.

3. The Context of the School

The school gathers and maintains information about pupils with EAL in order to provide appropriate support. This information may include:

- Languages spoken at home
- Pupils' level of English proficiency
- Literacy levels in their home language
- Previous educational experience
- Cultural and family background
- Any additional learning needs

This information helps teachers understand pupils' needs and plan effective learning opportunities that build on pupils' prior knowledge and experiences.

4. Key Principles

The following principles guide our work with EAL learners:

- Pupils with EAL are entitled to the same educational opportunities as all other pupils.
- EAL learners are not a homogeneous group; their needs vary depending on their background and experiences.
- Language develops best when used in meaningful contexts across the curriculum.
- Bilingualism and multilingualism are valued and enrich our school community.
- Pupils' home languages and cultures are respected and encouraged.
- Teachers and support staff play a key role in modelling language and supporting language development.
- A distinction must be made between EAL and Special Educational Needs (SEN).
- Academic language development can take several years and may require ongoing support.

5. Identification and Assessment

On entry, pupils are assessed to identify their language needs using a combination of:

- Home language information
- Observations
- Baseline assessments
- Discussions with parents and carers

Pupils are classified according to their stage of English language development:

1. **New to English** – minimal or no English.
2. **Early Acquisition** – limited English, able to communicate simple ideas.
3. **Developing Competence** – growing confidence in English but still requiring support.
4. **Competent** – confident in social and academic English with occasional support.
5. **Fluent/Proficient** – comparable to monolingual peers in English.

Progress is monitored regularly to ensure appropriate support is in place using the Bell Foundations Assessment framework.

6. Roles and Responsibilities

Senior Leadership Team

- Ensure effective provision for pupils with EAL.
- Monitor pupil progress and provision across the school.
- Provide support and guidance for staff.

SENCO

- Maintain records of pupils with EAL.
- Monitor pupil progress and identify support needs.
- Provide advice and support to staff.
- Liaise with families and external agencies where necessary.

Teachers and Support Staff

- Ensure lessons are accessible to pupils with EAL.
- Identify language demands within lessons.
- Use appropriate strategies to support language development.
- Monitor and assess pupil progress.

All staff share responsibility for supporting pupils with EAL.

7. Teaching and Learning

EAL pupils are supported through a range of teaching strategies including:

- Clear learning objectives and structured lessons
- Visual aids such as pictures, diagrams and demonstrations
- Modelling of language by teachers and peers
- Use of talk frames, writing frames and vocabulary lists
- Collaborative learning and peer support
- Opportunities for speaking and listening activities
- Use of gestures, repetition and simplified instructions where appropriate
- Scaffolding of tasks while maintaining high cognitive challenge

Pupils are encouraged to use their home language where appropriate to support learning.

8. Provision and Support

Support for EAL pupils may include:

Quality First Teaching

Teachers provide differentiated lessons and scaffolding strategies to support understanding and participation.

Small Group or Individual Support

Where appropriate, pupils may receive targeted interventions to develop language skills.

Peer Support

Pupils may be paired with supportive peers to encourage collaborative learning and social integration.

Curriculum Access

All EAL pupils have full access to the National Curriculum and opportunities to demonstrate their understanding through different approaches.

9. Planning, Monitoring and Evaluation

Teachers plan lessons that consider the needs of EAL learners by:

- Identifying key vocabulary and language structures
- Building on pupils' previous experiences
- Providing opportunities for language development across subjects

Pupil progress is monitored through teacher assessment, observations and regular review meetings. Provision is evaluated to ensure it remains effective and responsive to pupils' needs.

10. Special Educational Needs and Gifted and Talented Pupils

The school ensures that pupils with EAL are not incorrectly identified as having Special Educational Needs due to language barriers alone.

Where pupils with EAL also have identified SEN, they receive appropriate support through the school's SEN provision.

The school also recognises that EAL pupils may demonstrate particular strengths or talents. These pupils will be supported and encouraged to develop their abilities.

11. Resources

A range of resources are available to support EAL learners, including:

- Visual learning materials
- Adapted worksheets
- Vocabulary lists and key word displays
- Audio-visual learning resources
- ICT resources to support language learning

12. Admitting New Pupils

The school follows the standard admissions policy but recognises that additional support may be required for pupils with EAL and their families.

When new pupils join the school, staff gather information about:

- Language background
- Previous schooling
- Literacy levels
- Cultural and family background

Support may include:

- A phased induction
- Buddy systems
- Visual timetables
- Additional language support where required

13. Parents, Carers and the Wider Community

The school works closely with parents and carers to support pupils with EAL.

We aim to ensure communication is clear and accessible. Where possible, translation support or interpreters may be provided.

Parents are encouraged to share information about their home languages and cultures, helping to strengthen links between home and school.

The school values the diversity of its community and seeks to create a welcoming environment for all families.

14. Staff Development

The school is committed to ensuring that staff have the skills and knowledge required to support EAL learners.

Staff development may include:

- Professional training in EAL strategies
- Staff meetings focusing on inclusive teaching approaches
- Sharing best practice among colleagues

Responsibility for the progress and wellbeing of EAL pupils is shared by all staff.

15. Monitoring and Review

EAL provision and pupil progress are regularly monitored by the **SENCO and Senior Leadership Team**.

This policy will be reviewed annually to ensure it reflects current best practice, statutory guidance and the needs of pupils at Poulton St Chad's Church of England Primary School.

At Poulton St Chad's Church of England Primary School, we are committed to ensuring that pupils with English as an Additional Language feel welcomed, valued and fully included in all aspects of school life. Through high quality teaching, appropriate support and a nurturing environment, we ensure that EAL pupils can access the curriculum, develop their English language skills and achieve their full potential. We celebrate the cultural and linguistic diversity within our school community and encourage pupils to take pride in their home languages and identities. Guided by our Christian values and our school motto, *Love Learning. Love God. Love One Another*, we strive to create an inclusive environment where every child feels respected, supported and able to thrive.

Written by Mrs Archer (Assistant Senco) March 2026

In consultation with all staff and governors.

This policy will be reviewed in March 2028