

Summerville Primary School – An Academy School
Achieving through care, challenge and creativity
EAL Policy
Statutory Policy



English as an Additional Language Policy
Statutory

Date of Approval: October 2025	
This policy will be reviewed by the LPP Committee every three years	
Date for Review: October 2028	
Signature 	Date October 2025
Head Teacher	
Signature 	Date October 2025
	
Co-Chairs of Governors	

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Aims

At Summerville we are committed to ensuring that all pupils feel welcome, valued, part of our school community and are given learning opportunities that are accessible, relevant and purposeful.

We aim to ensure that all children with EAL are able to:

- Celebrate and share their first language, culture and identity
- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Achieve their full potential

Key Principles for Additional Language Acquisition

- Children with EAL are not a homogenous group and do not necessarily have a common set of educational needs.
- When a child with EAL first joins an English school, it can be normal for them to have a 'silent period' of up to six months (whilst they acclimatise/ learn by watching and listening)
- It can take 1-2 years to become fluent in everyday spoken English, but 5-7 years to begin to develop proficiency in formal, written English.
- Children who are new to English will benefit from being integrated into mainstream teaching and learning most of the time as it enables them to: develop oral fluency quickly, immediately feel part of the school, develop language in context and experience their full curriculum entitlement
- Children with EAL should be placed within their chronological year group and seated with peers where cognitive demand is high and sensitivity is shown to the new arrival's needs
- One of the most important aspects of effective teaching of EAL learners is the need to support and develop their competence in their first language alongside the learning of English. Any knowledge developed in the first language can easily be transferred to the second or third languages, this also applies to knowledge about language

Key considerations for new arrivals of children with EAL

All staff need to be aware and sensitive to the potential difficulties that new arrivals of children with EAL and their families may be facing. These could include:

- Not being familiar with the English language or English culture
- Not being familiar with the educational systems in England (eg In some countries, schools expect parents to buy all exercise and text books at the start of the school year)
- No previous schooling due to different starting age in their home country
- Little, no or fractured previous education due to lack of opportunities or instability in their home country
- Different style or emphasis of prior education
- Difficulties managing the transition to a new country

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- Isolation and lack of friends and family

Welcoming new arrivals

The school ensures that newly-arrived children and their families are warmly welcomed and feel safe and secure in their environment.

Parents or carers are encouraged to bring their child to view the school and meet their prospective peers before the date of admission. At this time the Headteacher, SENCo and EAL interventionist aim to meet with the child, parents or carers to gain insight into the pupil's background and experiences. This is the first step to ensuring the school successfully meets the diverse needs of its pupils.

Strategies used to support new arrivals to our school include:

- A 'taster session', when child gets to meet teacher/ class and EAL interventionist assesses Level of Language Acquisition, A-E
- A staggered start, with pupils beginning with half days (if appropriate);
- Designated Buddies
- Peers and adults providing first language support (if possible).
- Creating links between parents or carers of pupils with EAL by informing them of other families within the school that speak the same language (coordinated by the EAL interventionist) and holding coffee mornings each term to allow them opportunities to meet.
- Ensuring that our written and spoken communication with families is effective through the use of plain English and, when necessary, using interpreters or translating written information (-including information about non-uniform days, special events etc)

Planning and Evaluating

- The children are assessed in English by the EAL coordinator or REMA to establish if additional support is required.
- Targets are monitored and reviewed by the class teacher and EAL co-coordinator (where appropriate) on a termly basis.
- Individual children's progress is monitored as they progress through the school by their class teachers and the EAL co-coordinator

Monitoring Responsibilities

EAL Co-Ordinator

- To liaise with office staff and class teachers to collect progress data on EAL pupils.
- To update EAL records ready for the beginning of each academic year.
- To liaise with class teachers and EAL support teacher to set individual pupil targets.
- To provide support and advice for the teaching of EAL pupils.

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- To provide and/or arrange for staff training, as necessary.
- To liaise with REMA to set individual pupil targets
- To liaise with class teachers on individual pupil progress.

Class Teachers

- To support the learning of EAL pupils within the classroom using the key principles and strategies (listed below).
- To liaise with EAL co-coordinator and REMA (where appropriate) on individual pupil progress.
- To report individual pupil progress to parents.

Teaching and Learning

Strategies to be used within the classroom:

- Include all EAL/ bilingual children fully in lessons.
- Set high expectations for pupil participation and achievement.
- Offer pupils full access to National Curriculum targets.
- Assess pupils in line with year group expectations for National Curriculum.
- Provide opportunities for peer support- using paired/ small group work where appropriate.
- Make use of opportunities within Guided Reading sessions.
- Offer access to traditional rhymes and stories.
- Provide context embedded language experiences.
- Check for pupils understanding – ask questions or get the child to explain what they are going to do.
- Give clear, full explanations of subject specific language.
- Provide opportunities for previews of difficult or complex texts.
- Use consistent language when giving pupils instructions.
- Be aware of the effect of eye contact and body language.
- Accept non-verbal/ 'I don't understand' responses from pupils.
- Use ICT where appropriate.
- Use collaborative learning resources to reinforce and consolidate prior learning.
- When planning highlight EAL needs and support to be given.
- Encourage the use of home language to support and enhance understanding in English.

Assessment and Recording

- Individual pupil progress is reviewed termly.
- Any pupil not making expected progress will be referred to the EAL coordinator for additional support.

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Resources list

The school has a variety of resources to support language development. These are available for all teachers and teaching assistants to access to support individual or groups of children. These will be reviewed and updated by the EAL coordinator annually.

- Dual language dictionaries
- Bilingual stories and books
- Pictures and simple phrases which indicate if the child is thirsty, feeling sad, sick, needs a pencil, needs to go to the toilet etc (wiggit)
- Colorful Semantics
- Vocabulary and language

Parents/Carers and the Wider Community

- Parents or carers should be made to feel welcome and valued in the school and the community – they could be invited in to share knowledge about their culture or religious festivals, help out on school visits etc
- Parents or carers should be encouraged to continue reading with/ talking to their children/ discussing the school day and learning in their home language
- Parents or carers should be kept informed of child's targets so they can support from home
- Parents or carers may want to support their children by translating school resources in advance of lessons
- When appropriate and possible, translators should be accessible for meetings
- When appropriate and possible, written information should be translated (eg letters/ information regarding school events)

Staff Development

The school enables all staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and coordinated.

Review and Evaluation of Policy

School data includes relevant information on ethnic minority/EAL pupils. This includes needs, levels of English, support, achievement and progress. This enables the school to monitor targets.

The evaluation process serves the basis for planning programs of action and targeting time, support and resources.

Interpretation

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Any reference to statute, statutory guidance and any other document shall be construed as a reference to that statute as amended or re-enacted and to the current edition or replacement of that statutory guidance or other document.