



BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND  
NURSERY

*A member of the Derby Diocesan Academy Trust.*  
*BECOMING **I**NDPENDENT **S**UCCESSFUL **H**ONEST **O**PEN MINDED **P**EOPLE*

**English as an Additional Language (EAL)  
Policy**

## **1. Rationale**

At Bishop Lonsdale Church of England primary School and Nursery we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils with EAL enabling them to do the best they can within a positive, supportive, secure and safe learning environment.

The pupils at our school come from diverse backgrounds with a range of language skills.

### **What is EAL?**

Pupils are identified as EAL when their parents on the admissions form have identified that they speak a home language other than English.

### **School Context**

31% of the school population have English have an additional language.

We have approximately eighteen different home languages in our school and with most of the languages we only have one or two children in the school who speak the same home language.

### **New arrivals**

A small percentage of these children are new arrivals. New arrivals are pupils who have not had a consistent education in this country for the past year. Most of our new arrivals speak and understand very little English.

Our new arrivals do not always arrive in school having had some exposure to English language. They do not always arrive in school with some prior experience of school and they do not always have developed literacy and numeracy skills in their home language.

Research suggests that those new to English will acquire conversational fluency within two years, but will need at least five years to achieve competence in academic English.

Some new arrivals will go through the Silent Period ([www.naldic.org.uk](http://www.naldic.org.uk))

*Some researchers refer to this as the 'non-verbal period' to emphasise that children may continue to interact non-verbally. During the Silent or Non-verbal period, children need time to acclimatise to the new context and to begin to tune in to the sounds of English in the setting and to begin to know what is expected. During this time children may begin to 'rehearse' the language silently to themselves and in time begin to practise the utterances in 'private speech' until they have the confidence to try out the language for communicative purposes or 'go public'. They require reassurance and encouragement at this time so that they feel they are accepted members of the group.*

## **2. Aims**

The policy aims to:

- Raise awareness and to support planning, organisation, teaching and assessment procedures for children who have English as an Additional Language

- Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the school.
- Ensure strategies are in place to support pupils with EAL.
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

## **Objectives**

- Provide a welcoming atmosphere for newly arrived pupils with EAL
- Assess the skills and needs of pupils with EAL
- Gather accurate information regarding children's backgrounds, cultures and abilities
- Use all available resources to raise the attainment of pupils with EAL
- Systematically monitor pupils' progress
- Ensure all children's languages, cultures and identities are represented and celebrated in our school
- Maximise opportunities to model the fluent use of English

## **3. Equal opportunities and Inclusion**

### **Equality**

To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.

### **Diversity**

To meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential.

### **Belonging and Cohesion**

To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of pupils is the responsibility of the entire school community.
- All staff work together to ensure optimal outcomes are achieved.
- Diversity will be valued and classrooms will be socially inclusive.
- Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning.
- Schemes of work materials will be adapted when necessary to accommodate low levels of English, whilst maintaining the subject content and level of challenge.

## **4. Nature of Learning**

All staff members have a responsibility to ensure the development of pupils with EAL. They will meet this responsibility by:

- Providing a good model of spoken and written English
- Using a range of symbols, visual aids, dual language key vocabulary cards, communication boards and ICT to aid understanding
- Some pupils may follow the ten-week Talk Boost intervention programme
- Peer buddies will be set up
- The support requirements of pupils with EAL are identified and the support is made available

## **5. Assessment, Recording and Reporting**

The stages of development that show new arrivals development of English

- Silent Phase
- Stage One - new to English
- Stage Two - becoming familiar with English
- Stage Three - becoming confident as a user of English
- Stage Four - a very fluent user of English in most social and learning contexts

On arrival the family will have an induction meeting with the Head teacher. At this meeting background information will be acquired, the family will have a tour of the school and will be given the essential information for our school. Google translate will be used to aid the meeting or the school will try and appoint the services of a translator from the near by secondary school or with advice from the community team.

Three weeks after arrival the pupils' competency in English will be assessed. A speech sample will be taken and assessed against the syntax summary (grammatical knowledge) With discussions with the class teacher the access service initial language assessment will also be completed (Steps)

This assessment will be repeated in the following January and July. We will continue to use these assessments until the pupil can be assessed using the school assessment systems. These assessments will be kept in the pupils' classroom in the green zippy wallets near the planning files

Pupils' progress is collected and monitored termly and are discussed at the pupil progress meetings

## **EAL and SEN**

Our Inclusion Manager is responsible for SEND and EAL

A child is not regarded to have SEN solely because their home language is different from the language in which they are taught at school.

SEND support will be decided on an individual basis in the manner outlined within the school's SEND policy.

## **6. Cross Curricular Links**

The needs of the pupils with EAL, are considered by teachers when planning lessons and teachers will ensure that:

- They provide appropriate stimuli for language development and provide good language role models for social interaction in learning activities
- Encourage EAL students to use English by generating opportunities for active participation in lessons
- Assign specific roles in group activities to ensure active participation by EAL students
- Consider our own language use and provide suitable contextual clues for EAL students
- Are aware that our school culture and environment (e.g. teaching; learning; procedures; routines and practices) may differ from the school culture that our EAL students are familiar with
- Allow EAL students to use first language when it will be beneficial to their learning and communication needs (Using Google translate)
- Teach topic relevant vocabulary where necessary using dual language labels/ word banks and visual images
- Provide a secure, but intellectually challenging, learning environment
- Promote language and study skills and attitudes that enable EAL students to become independent learners
- Encourage parents'/carers' participation in EAL students' learning

## **7. Roles and Responsibilities**

### **School's Duties and Responsibilities for EAL:**

- Ensuring that EAL students have full access to the National Curriculum
- Collecting information about students' educational, linguistic and social background
- Undertaking self-evaluation of EAL provision/policy
- Developing an action plan to meet the needs of these learners – School Development Plan and where necessary on the school Accessibility Plan
- Monitoring achievement and attendance, setting clear targets and outcome measures for EAL learners
- Ensure that all assessment policies link statutory assessments with additional assessments of students' acquisition of English
- Ensure that EAL learners placed on the school's Special Needs register have genuine learning needs.
- Promoting ethnic, linguistic and cultural diversity, for example in the curriculum, assemblies, displays and resources

### **Head of School**

- The induction of new arrived pupils
- Developing relationships between the school and parents of pupils with EAL
- To discuss the progress of EAL pupils at the pupil progress meetings each half term
- To report on the progress of EAL pupils to the governors each term

### **EAL Coordinator**

- To coordinate the initial assessments of new arrivals after three weeks and in the following January and July

- To monitor and report on the progress made by EAL pupils each term – write a termly report for the Headteacher
- Ensure the EAL list is kept up to date
- Advising on strategies to support and include EAL pupils
- Organising staff training and development

### **Working with parents**

Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of pupils with EAL. To aid this partnership, the school will:

- Actively seek to put parents at ease by providing a welcoming environment
- Provide interpreters for meetings when needed
- Ensure the language used in letters to parents is clear and straightforward and where possible letters will be translated on request
- The school website is connected to Google translate so is accessible by all
- Encourage parents to become involved with homework through shared language based homework – Newcomer starter pack
- Encourage parents to attend parents' evenings and participate in school functions.

### **8. Resources**

All teachers and school staff have been given a list of useful websites that have free dual language resources that can be down loaded

Some resources can also be found in the EAL Coordinator's file.

**This Policy will be reviewed in April 2027**