



Non Statutory Policy

## English as an Additional Language (EAL) POLICY

Adopted by the Governing Body: October 2025  
Reviewed by: R Reid, EAL Lead, September 2025  
Date of next review: September 2028

English as an Additional Language (EAL)

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## **1 Introduction:**

This policy states the school's approach towards identification of and meeting the needs of children who have English as an additional language. This policy applies to all children (including their parents), from our Early Years provision to Y6.

## **2 Definition:**

EAL is defined as: 'a child whose first language is not English' encompassing children who are fully bilingual and all those at different stages of learning English.'

EAL children 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
- Born in the UK, but in a family where the main language is not English
- Seeking Asylum or have refugee status

EAL children will need varying levels of provision so that they can access all aspects of the curriculum.

## **3 We believe that:**

- EAL children learn to speak, read and write in English through immersion in a broad, rich curriculum
- The school environment promotes language development through the rich use of language, IT and visual prompts
- EAL learners make the best progress within a whole school context, where children are educated with their peers.
- The school structure, pastoral care and overall ethos help EAL children integrate into the school whilst valuing diversity.
- Bilingualism is viewed as a positive and life-enriching asset.
- Parents and prospective parents will be provided with the particulars of our EAL provision via our website.

## **4 Identification and Assessment:**

Identification and assessment are carried out with the purpose of providing the most appropriate provision for each pupil.

We will assess children's use of language through:

- Information from the application form;

- Information from parents/guardians;
- Information from initial assessments and observations ● Information from the previous school.
- Teacher assessment.

As the whole school we use teachers' assessment for EAL pupils. If required or necessary EST teachers can use assessment sheets from The Bell Foundation website.

Assessment is undertaken as a partnership between the class teacher, EAL Lead, parents/guardians and pupils.

## **5 On arrival at Oak Green:**

At the initial meeting/visit to school with the Head teacher, Assistant head or EAL Lead, a translator if required, will be present. All children who are EAL will receive:

- A welcome pack, including information needed for school and on local services such as children centres', housing, general well-being, free dental and medical care etc.
- An induction programme to include:
  - A learning buddy for the child (someone in the class / someone in school who speaks the child's language).
  - A tour of the school.
  - Signs with dual language using Communicate in Print will be created before the child joins the class
  - Baseline assessment

The class will be told about the child before their start date and will learn greetings in the child's home language.

## **6 Provision:**

Learning support encompasses differentiated curriculum planning and resources to enable children to access the curriculum and make progress in their learning. School resources, including: Google Translator which is installed on our school website, books in the library and equipment in the Early Years will reflect cultural diversity and be in a variety of home languages.

Teachers have responsibility for ensuring that children can participate in lessons using the guidance provided in the document 'Guidance for Early Years practitioners on supporting children learning English as an Additional Language' and English proficiency of pupils with English as an Additional Language.

## **7 Special Educational Needs and Differentiation:**

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

## **8 Children who are Looked After:**

Unaccompanied Asylum-Seeking Children (UASC) and those children from asylum seeking/ refugee families, who are in care, are identified by the designated teacher for looked after children and

provision reflects their linguistic and cultural diversity and additional challenges experienced by the identified learners.

**9 Communication:**

Teachers will meet with parents on a termly basis to inform them of progress made and discuss strategies in place and how parents/carers can support their children. Where confidential information is being discussed a professional interpreter will be used. This will also apply to multi-agency meetings.

**10 Resources:**

The NALDIC website <https://naldic.org.uk/>

The Bell Foundation website <https://www.bell-foundation.org.uk/>