WREKIN
PREP

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

School Aims:

Please refer to the School aims.

This policy is also in line with the updated EYFS as of September 2025 and KCSIE 2026 update.

English as an Additional Language (EAL) Policy

1 Introduction

1.1 All children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and take into account each child's individual needs and experiences.

1.2 A number of our children have particular requirements with regard to learning and assessment, which are linked to their progress in learning English as an additional language.

1.3 Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

1.4 Research suggests that being a speaker of more than one language is not a disadvantage to educational achievement; indeed multilingualism is associated with success.

2 Aims and objectives

2.1 It is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.

2.2 The aim of this policy is to ensure we meet all the needs of those children who are learning English as an additional language.

3 Teaching and learning style

3.1 Teachers across the school should use various methods to help children who are learning English as an additional language.

3.1.1 Developing their spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meanings.
- Covering not just key words, but also metaphors and idioms.
- Explaining how spoken and written English have different usages for different purposes.
- Providing them with a range of reading materials, to exemplify the different ways in which English is used.
- Giving appropriate opportunities for talking, and using talking to support writing.
- Encouraging them to relate one language to another.
- Offering resources that support access to the curriculum (e.g. the class novel in their home language, use of an iPad to offer translation, communication cards).

3.1.2 Ensuring their access to the curriculum and to assessment by:

- Using texts and materials that suit their ages and learning stages.
- Providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses.
- Using the first language where (possible and) appropriate.

4 EAL and Inclusion

4.1 We value each child as a unique individual. We strive to meet the needs of all children, and to ensure that we meet all statutory requirements related to inclusion. All children follow the requirements of the National Curriculum. Children with English as an additional language undertake the same work as other children wherever reasonable to expect this, and on occasion differentiated work may be set. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and take all reasonable steps to achieve this.

4.2 We may withdraw children from carefully chosen lessons (e.g. Spanish or English), to receive EAL support if appropriate. This involves supporting individual children or small groups of children. We also support the children more in class and within lessons to ensure they are well immersed within a language rich environment. EAL pupils who require it are taught a 55-minute EAL lesson in small groups or on an individual basis aaa the Senior site, depending on their language level and needs.

4.3 A 'buddy system' may be put in place, to assist children who are struggling to integrate and find difficulty forming friendships outside of their culture.

4.4 In the Early Years Foundation Stage we provide opportunities for children to develop their English, and we provide support to help them take part in activities.

4.5 The Early Years Foundation Stage helps children learning English as an additional language by:

- Building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English.
- Providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults.
- Providing specialist E.A.L tuition to extend vocabulary. This can be provided out of class or within classroom times.

5 Assessment for learning

5.1 School records the attainment and progress according to agreed school procedures.

We use The Bell Foundation assessment framework. Children are assessed on entry to the school and then throughout each academic year. This is used as a baseline. They are also assessed at three data points throughout the academic year (one per term) to determine personal progress made. The framework is an evidence- informed toolkit. Teachers can assess children against the set of standards using the four following categories; (A) New to English, (B) Early Acquisition, (C) Developing Competence and (D) Competent. These descriptors are used for both formative and summative assessment purposes (as a road map for progress, to check pupil performance on an on-going basis and to inform future planning and intervention delivery).

5.2 We allocate support based on need. Children may receive one to one EAL support in class, out of class or in small groups to work on a point of development (e.g. phonics). Children in Years Four, Five and Six have a weekly EAL lesson at the Senior site. Staff from the Learning Support Department support children with EAL and their class teachers to ensure that they access the curriculum. We have an EAL Support Assistant who is allocated to children, offering support that matches their need. This is transient and may change throughout the course of an academic year and throughout the time that a child is at the school. If required and if possible, additional one to one lessons can be arranged at an additional cost to parents. This would be discussed and agreed in advance with the school SENDCO, the EAL Support Assistant and the parents.

5.3 When appropriate, extra time is allowed for completion of tasks alongside use of assistive technology for translation purposes.

5.4 This policy is consistent with the philosophy and practices laid down in the school E.A.L departmental statement.

6 Monitoring and review

6.1 This policy is monitored by the SLT.

Signed: Mrs A Williams (SENDCo)

Last review: September 2026 (Aimee Williams)
Date for next review: September 2027