

Reference Number G14	Shared with Staff	Ratified at FGB	Review Date September 2025
Headteacher		Chair of Governors	
Policy Title	EAL Policy		

Our school vision and the policies in our school

Lanercost Church of England Primary School is a caring, unique and aspirational rural community which aims for every child to live life in all its fullness. Our small Christian school is driven towards a life-long love of learning, equipping every child in becoming forward thinking, compassionate young adults who are prepared for the ever-changing world around them. As a school family rooted in Koinonia¹, we enable every child to reach their divine potential, celebrate their individuality, and grow in wisdom and knowledge. Throughout each child's journey we ensure that all in our diverse community are treated with dignity and respect.

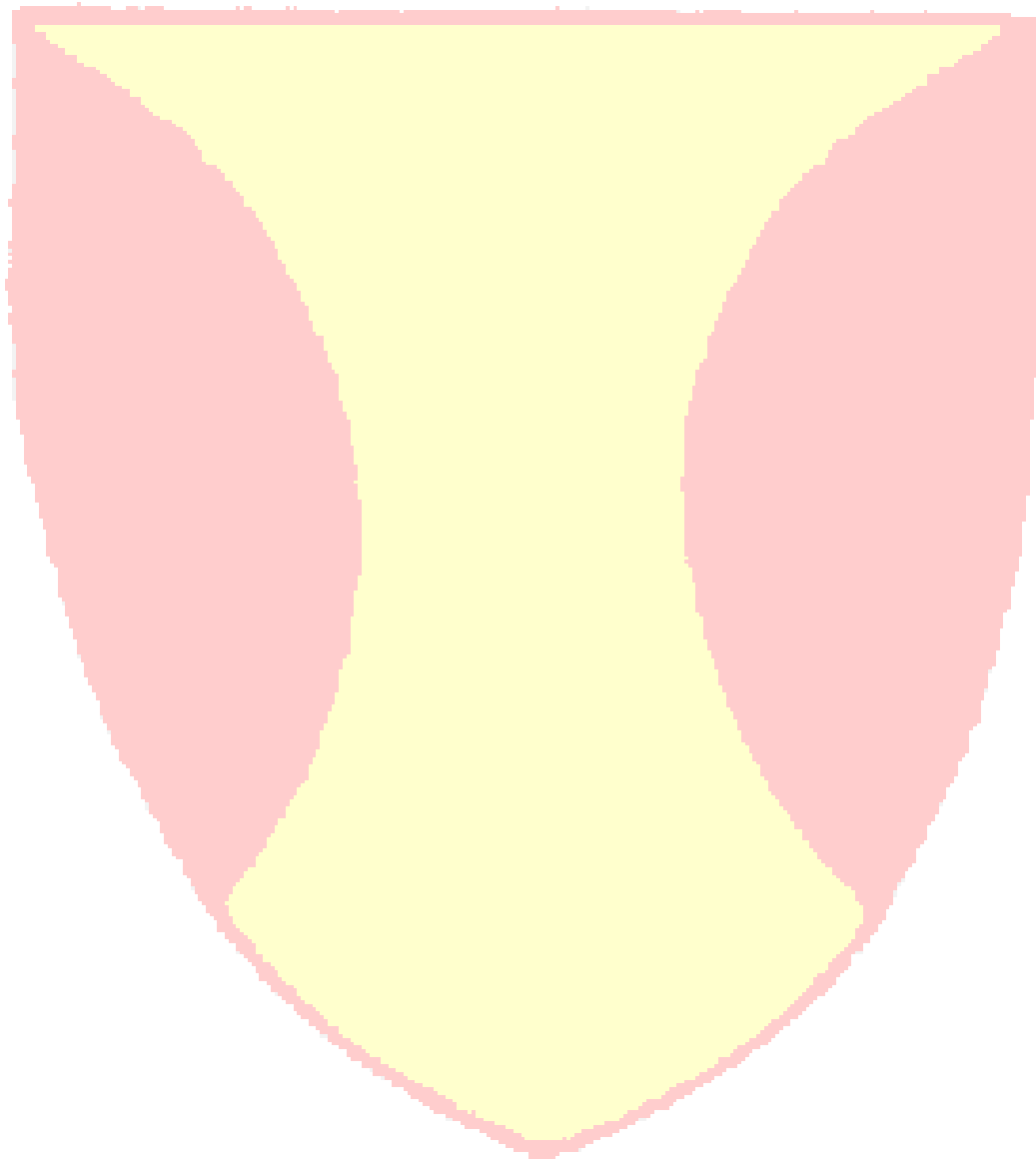
Our vision underpins everything we do in school, including our policies. In our opinion, policies are not stand-alone documents but a vehicle for ensuring that all our children are safeguarded, happy, and have the best education we can provide. Once ratified, these policies are upheld by all members of our community.

Understanding 'Live Life in all its fullness'

A desire that underpins our vision and part of our everyday life at Lanercost C of E, is for every member of our school family to live 'life in all its fullness' (John 10:10). When writing or adopting policies, our whole community considers whether this is at the forefront of the policy.

¹ Koinonia is the Christian fellowship or body of believers (Merriam-Webster.com)

We believe that ensuring 'life in all its fullness' means 'educating the whole person', and this is taken from the 1988 Education Reform Act (in a programmatic statement that remains in force and is deservedly influential). It sees the child's physical and intellectual development united with spiritual, moral, social and cultural development. This is something we hope to whole-heartedly reflect on and consider when undertaking policy within our small, rural school.



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1. Policy Intent

In this policy, the term 'English as an Additional Language' (EAL) refers to children whose main language at home is a language other than English.

Children with EAL could face various difficulties throughout their academic life. Their aptitude for English will vary, but many will face barriers to learning, accessing the curriculum, and reaching their full potential. Children with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds than their peers and face different expectations of language, education, and learning.

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

This policy has been established to ensure that all school-age children with EAL are given the best chance possible to reach their full potential.

We aim to:

- welcome the cultural, linguistic and educational experiences children with EAL contribute to school.
- ensure strategies are in place to support children with EAL.
- enable children with EAL to become confident and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- provide a welcoming atmosphere for newly arrived children with EAL.
- assess the skills and needs of children with EAL.
- gather accurate information regarding children's backgrounds, cultures and abilities.
- equip teachers and support staff with the necessary skills, resources and knowledge to support children with EAL.
- use all available resources to raise the attainment of children with EAL.
- systematically monitor children's progress and adapt policies and procedures accordingly.
- ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.
- maximise opportunities to model the fluent use of English.
- Ensure that children with EAL are acknowledged for their skills in their languages.

2. 1. Subject leader responsible for children with EAL

1.1. The school has an assigned subject leader responsible for children with EAL. For the academic year 2024-2025, this is Kate Nattrass. The Headteacher is responsible for quality assurance of the EAL lead's work, resources, time, and funding management. The Headteacher is also responsible for ensuring the EAL Policy is current and accurate when presented to the Governing Board.

Their responsibilities include:

- coordinating the efficient timetabling of children with EAL.
- overseeing the assessment and targeting of children with EAL.
- ensuring the procurement and appropriate use of resources to support children with EAL.
- aiding staff in effective communication with parents and finding translators where appropriate.
- exploring various possibilities to ensure essential information is shared with parents.

2. The role of school staff members:

2.1. The responsibilities of teaching staff are:

- the induction of newly arrived children.
- conducting initial assessments of children with EAL (with guidance from the EAL lead if needed).
- organising teaching small groups of children with EAL if needed.
- organising classroom support.
- advising on strategies to support and include children with EAL.
- Provide advice regarding inclusive curriculum materials.
- advising on ways to differentiate work for children with EAL.
- encourage and support children in maintaining and developing their first language at home.
- developing relationships between the school and parents of children with EAL.
- securing and providing training to ensure staff development from internal or external providers.
- to seek advice if they need it.

2.2. All staff members are responsible for ensuring the development of children with EAL. They will meet this responsibility by:

- Ensure all written work includes the technical requirements of language and its meaning.

- providing a good model of spoken English.
- Where possible, use various types of text to explore their subject through the varied use of English.
- ensuring the inclusion of children with EAL in their classrooms.
- Identify children with EAL who are experiencing difficulties and ensure intervention measures are taken to aid the pupil.

3. 3. Support

- 3.1. Support advice will be sought from the Local Authority EAL specialists.
- 3.2. In-class support and small group work is utilised as soon as the child can be successfully integrated into the classroom environment.

4. 4. Inclusion

- 4.1. The school utilises a strategy of inclusion and the positive and effective use of language. The plan includes the following principles:
 - there is an understanding throughout the school, for both staff and children, that limited knowledge of English does not reflect a lack of ability or knowledge. *Appreciating a child's ability to speak their first language is essential for building their confidence and self-esteem.*
 - Improving children's language acquisition is the responsibility of the entire school community.
 - mainstream and support departments will work together to achieve optimal outcomes.
 - diversity will be valued, and classrooms will be socially inclusive.
 - teachers will be knowledgeable about children's abilities in English and use their knowledge to inform lesson planning.
 - schemes of work will be adapted to accommodate language acquisition while maintaining the subject content and level of challenge.
 - where large groups of children with EAL speak the same language, the school encourages broader integration to promote inclusion and to improve children's understanding of English.

5. 5. Initial assessments

- 5.1. The school will undertake a timely initial assessment to gauge children's English abilities in an informal manner that does not make the pupil feel isolated or inferior.
- 5.2. Initial assessments are carried out by the teacher responsible for children or the EAL lead, and completed assessments are held centrally in the school system. This data will be uploaded to Insight.
- 5.3. The child's teachers will access the assessment to inform their teaching and lesson planning.
- 5.4. The child and the child's parents may view the assessment at any time.

6. 6. Classroom practice

- 6.1. Teachers have high expectations of all children, regardless of gender, ethnicity, social background or English ability.
- 6.2. Classroom activities will be matched to children's needs and abilities.
- 6.3. Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.
- 6.4. Where possible, the following practices will be utilised to improve the child's language acquisition:
 - utilisation of the pupil's first language expertise.
 - the provision of writing frames.
 - the use of props / visual support
- 6.5. Language skills will be developed through:
 - collaborative activities involving spoken communication.
 - feedback opportunities and conversations.
 - good models provided by peers.
 - appropriate use of programmes purchased by the school.
- 6.6. Active participation will be encouraged by:
 - grouping children in mixed ability groups to develop language skills.
 - 'Expert' readers and writers present in each group to provide assistance and model language.
- 6.7. Classroom displays will reflect cultural and linguistic diversity where needed and appropriate.

- 6.8. Assessment methods will allow children to show what they can do in all curriculum areas.
- 6.9. Bilingual dictionaries are available to aid children with EAL where appropriate.
- 6.10. Dual language textbooks are available and used where appropriate.
- 6.11. Clear targets are set and shared with the children before any intervention. Appropriate interventions are recorded on Insight.

7. 7. Access to the curriculum

- 7.1. Teachers consider the needs of children with EAL when planning lessons. When planning lessons, teachers will ensure that:
 - the language and learning demands of the curriculum are analysed, and support is provided.
 - visual support is utilised to provide a greater understanding of key concepts.
 - there are opportunities for children to use their first language in the classroom.
 - the support requirements of children with EAL are identified, and the support is made available.

8. 8. Working with parents and carers

- 8.1. Liaison with parents is vital to creating a strong home/school partnership, which can ensure the development of children with EAL. To aid this partnership, the school will:
 - actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
 - provide interpreters or use appropriate programmes to aid translation for meetings when needed.
 - ensure the language used in letters to parents is clear and straightforward.
 - where appropriate, have teachers read the letter with children before sending it home to ensure the message is clear.
 - where necessary, ensure translations of school documents are carried out and provided to parents of children with EAL.
 - encourage parents to attend parent conference evenings and participate in school functions.
 - invite parents to school to participate in entry/exit points, parent workshops, school performances and all other school events.

- Encourage parents to become involved with home learning, such as home learning logs, shared reading schemes, and language-based homework.

9. 9. Special educational needs (SEND)

- 9.1. A child is not regarded to have SEND solely because their home language differs from the language taught at school.
- 9.2. A proportion of children with EAL may have one or more types of SEND, which must be identified early.
- 9.3. Assessments of SEND of children with EAL will involve EAL specialists and SEND specialists.
- 9.4. Where appropriate, the school will arrange an assessment in the pupil's first language.
- 9.5. SEN support will be decided individually according to the school's SEND Policy.
- 9.6. The school will ensure that the parents or carers of a pupil with SEND are informed at every stage and not prevented from presenting their views throughout the process.

10. 10. Monitoring progress

- 10.1. All teaching staff are involved in monitoring the child's progress.
- 10.2. The school's assessment overview carries out pupil progress meetings. Children's records within their learning review folders are updated following assessments and reviewed half-termly.
- 10.3. Children are encouraged to set their targets and objectives to bolster self-esteem and increase accountability.

11. 11. Policy review

- 11.1. This policy is reviewed annually by the EAL lead, Headteacher and the Governing Body.
- 11.2. The scheduled review date for this policy is September 2025.

Appendix 1 – Induction Programme Overview

Stages of the Induction Programme	Overview of the stage	Member of staff responsible.
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1	<p style="text-align: center;">Welcome meeting</p> <p>The school hosts induction meetings on a one-to-one basis with each new parent/pupil at the school. Information forms completed: data collection form, collection from school form, consent form including photographs, free school meals application. Parents/pupils visit the new classroom environment, meet new teachers and children, and tour the school; parents/pupils are also introduced to the Headteacher. All new children are given a letter showing the drop-off point and a picture of the class teacher.</p>	Kirsty Ruddick
2	<p style="text-align: center;">Teaching and Learning Resources</p> <p>The office administration team provides details of new children to staff, who ensure all teaching resources (exercise books, pencils, etc.) are organised for the child to start school the following day.</p>	Kate Natrass
3	<p style="text-align: center;">First day of school</p> <p>children arrive at their drop-off point and are welcomed into school alongside their class teacher and peers. Children are reintroduced to the class. A class buddy is assigned to show the pupil(s) rules and routines at unstructured times such as playtimes and lunchtimes. Children who speak the same language can help the pupil with translation if needed. The school is also conscious of exposing the children to English as much as possible in the first few weeks and teaching the pupils a few key phrases.</p>	Class Teachers
4	<p style="text-align: center;">Settling into school</p> <p>children are allowed to settle into school, make new friends, etc. The learning mentor carefully monitors this period, taking feedback from class teachers where appropriate. Any concerns linked to adapting to school rules and expectations are shared via CPOMS and are addressed by the Headteacher. Parents are consulted if needed.</p>	All staff
5	<p style="text-align: center;">Teaching and Learning</p> <p>Teaching staff assess children's understanding using language assessment on Bell Foundation. This provides feedback linked to all areas of the English curriculum. Staff use this feedback to plan appropriate learning opportunities for children. This is individualised and can take many different forms, e.g., Flash Academy, RWI Phonics, integrating into lessons, etc.</p>	Class Teachers

6	Monitoring Progress and Attainment As part of the assessment overview, children will initially be monitored and linked to their progress and attainment in reading, writing, and maths. Whilst there could be some varying differences between English and Maths, we see this as a positive as children should not be held back in different subjects linked to their language ability. Professional discussions occur between leaders and teaching staff to ensure the best support is in place for all children.	SENDCo and Class teacher
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