



Cherry Tree Hill Primary School

English as an additional language (EAL) POLICY

Date of Policy to Governors:

Minute Number:

Renewal Cycle: Anually (Spring 2025)

Approved by the Local Governing Board

(Chair of Governors)

Introduction

At Cherry Tree Hill Primary School our vision is to inspire all children to achieve their full potential. We provide a broad, balanced and relevant curriculum for all children, including those with English as an additional language (EAL). This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of learners with EAL, helping them to fulfil their potential.

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their first language and background. As a school, we know that bilingualism is a strength and that EAL learners make a valuable contribution to the growth of our school.

Statement of intent

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

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

This policy has been established to ensure all pupils with EAL at the school are given the best chance possible to reach their full potential.

Aims and Objectives

Cherry Tree Hill Primary School aims to:

- 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.

Our strategic objectives are to:

- 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.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL.
- Use all available resources to raise the attainment of pupils with EAL.
- Systematically monitor pupils' 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 pupils with EAL are acknowledged for their skills in their own languages.

Definition:

The term EAL is used when referring to pupils whose first language is not English. The Government defines EAL learners as:

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

This means that if a child is an EAL learner when they start school at 4 years old, they will be an EAL learner throughout their education and their life.

Local and School Context

The rich diversity of England's culture, society and language, which has evolved over centuries, is reflected in schools. 19.5% of primary school pupils in the UK were learning English as an additional language during the 2021-22 academic year. At Cherry Tree Hill Primary, currently 6.53% of our pupils on roll have EAL with 29.6% of these learners qualify for Pupil Premium (data as of March 2024). In our school community, first languages include Chinese, Hungarian, Polish, Latvian, Kurdish, Gujarati, Czech and Albanian.

Our EAL learners come from a variety of backgrounds: some are from well-established communities, while others are new to the language and culture of this country; and some pupils have previous school experience and are literate in their first language on arrival whereas others may have had no previous formal education.

On entry to our school, information is gathered about a pupils' linguistic background and competence in language/s – including first language and English – through an initial meeting with parents / carers (where possible) as well as pupil enrolment documentation.

We are committed to providing appropriate and personalised support for all pupils with EAL. Throughout their time at school, we provide the necessary means for them to access the curriculum. We give children the opportunity to improve their fluency in speaking, reading, writing and understanding English.

Key principles for second language acquisition

- EAL learners are entitled to the full National Curriculum programmes of study and their Class Teacher has a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the first languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their first language and use it in the school environment wherever possible and appropriate.
- Although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much higher and more complex and can require continuing support.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- Most EAL learners needing additional support do not have Special Educational Needs or Disabilities (SEND). However, should SEND be identified, EAL learners will have equal access to the school's SEND provision.

EAL teaching and learning

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area are identified, e.g. key vocabulary, structures and text types.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration and use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling and peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.

- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames and writing frames.

Planning, monitoring and evaluation:

- Targets for EAL learners are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL learners incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

Assessment and record-keeping

All EAL learners are entitled to assessment against our internal assessment system. Where it is felt that factors other than EAL are impacting on learners' progress, further assessment and investigation will be undertaken in order to best support their progress. Progress in the acquisition of English is regularly assessed and monitored through observation, tracking and scrutiny of pupil's work. Consideration and sensitivity is given to the appropriateness of testing EAL learners at the earlier stages of English acquisition.

Special Educational Needs and Gifted and Talented Pupils

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

A proportion of pupils with EAL may have one or more types of SEND and it is imperative that this is identified at an early stage. Assessments of SEND of pupils with EAL will involve EAL specialists along with SEND specialists.

Where appropriate, the school will arrange an assessment in the child's first language and SEND support will be decided on an individual basis in the manner outlined within the school's Special Educational Needs and Disabilities (SEND) Policy.

The school will ensure that the parents or carers of a pupil with SEND are not prevented from presenting their views throughout the process and are clearly informed at every stage.

Resources

EAL learners have access to appropriate materials such as dual language text books, dictionaries and key word lists. We recognise the value of visual support (e.g. websites, DVDs, maps, visual timetables, technology and story props) and build this into our planning where necessary. Whilst our pupils are principally supported through high quality first teaching, one-to-one and small group interventions may also be planned and delivered to ensure the best outcomes for all of our pupils.

Parents/carers and the wider community

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications
- Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible
- Celebrating and acknowledging the achievements of EAL learners in the wider community
- Recognising and encouraging the use of first language
- Helping parents/carers understand how they can support their children at home, especially by continuing the development of their first language.

Linked policies and legal frameworks

This policy has due regard to legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Education Act 2002
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy should be read in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy

- Supporting Pupils with Medical Conditions Policy
- Admissions Policy
- LAC Policy
- Child Protection and Safeguarding Policy

Key responsibilities and staff development

At Cherry Tree Hill Primary School, the provision for pupils with English as an Additional Language (EAL) is a shared responsibility across the whole school community. This includes the Governing Body, the Headteacher, and all staff. Every adult in the school plays a role in supporting the language development and academic success of EAL learners.

Class Teachers are central to this provision and are expected to create inclusive, responsive learning environments that reflect the diverse language needs of their pupils. Teachers adapt their planning and teaching to ensure EAL learners can access and engage meaningfully with the curriculum across all subjects and learning contexts.

All staff use a broad range of evidence-informed strategies to support EAL pupils. These include modelling language, providing visual scaffolds, using structured talk opportunities, and building in time for guided and independent learning. Lessons are designed to include a balance of individual tasks, paired work, group collaboration, and whole-class activities.

We recognise that learners benefit from varied approaches and we actively encourage the use of multimodal learning — including visual, auditory, verbal, and kinesthetic elements — to support understanding and retention. Resources are differentiated and culturally relevant, supporting both language development and a sense of identity and belonging.

Pupils are encouraged to value and share their home languages and cultural backgrounds as part of our inclusive ethos. Peer-to-peer support and multilingual interactions are seen as assets that enrich the learning environment for all.

Staff engage in ongoing professional development to enhance their understanding of language acquisition and inclusive teaching strategies. This includes regular training, peer coaching, and opportunities to collaborate and reflect on best practices for supporting EAL learners.

Review

This policy will be reviewed on an annual basis, considering feedback from practitioners on the effectiveness of the identified support for transition and in light of changes to the law or statutory guidance, and will make any changes necessary.