



Henley Green Primary School

English as an Additional Language Policy (EAL)

September 2025

This policy is a statement of Henley Green Primary School's aims and strategies to ensure we meet the full range of needs of those children who are learning English as an additional language (EAL) to help them fulfil their true potential.

Introduction/Mission statement

Our school vision outlines that our children are cherished and valued for their individuality and uniqueness and we recognise that motivation and engagement in learning supports all children to thrive. Young people at Henley Green flourish in a safe environment where relationships are built on trust and mutual respect – they succeed because they feel safe and supported. At Henley Green Primary School, we recognise and value our pupil's home language, background and the valuable contribution that pupils who speak English as an additional language bring to our school. We view bilingualism as a strength, and we celebrate pupils' ability to speak other languages. We believe that cultural and linguistic diversity is a rich resource for the whole school and we take a whole school approach, through our ethos, curriculum and promoting language awareness across our school.

Statement of Aims and Objectives

This policy aims to raise awareness and to outline induction, planning, organisation, teaching and assessment procedures including the use of resources and strategies to meet the needs of pupils who have English as an additional language - therefore raising pupil attainment and aspirations.

We will aim to:

- Provide pupils who speak English as an additional language with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.
- Meet our responsibilities to pupils who speak English as an additional language by ensuring their equal access to the curriculum (and other educational opportunities) and the achievement of their educational potential.
- Support and enable pupils who speak English as an additional language to use English confidently and competently as a means of communication and learning across the curriculum.
- Develop staff expertise to ensure that pupils with English as an additional language attain levels of achievement appropriate to their intellectual abilities.
- Rigorously monitor, evaluate and review systems to meet the needs of pupils with English as an additional language.



School Context

The Government definition of an EAL learner: *“A pupil’s first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home and community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child’s proficiency in English”.*

(DfE School Census Guide 2018-2019 p.61)

At Henley Green Primary School around 55% of our pupils speak English as an additional language. Our EAL pupils come from a broad range of ethnic groups and we have over 41 languages and dialects represented. The largest language groups are Swahili/Kiswahili, Arabic, Polish and Romanian.

The majority of our pupils with EAL enter the school in Nursery or Reception, but a significant number enter Henley Green at various stages of their school life and we have some transience within the EAL cohort.

Many pupils with English as an additional language at Henley Green are born to parents who are already living in the UK, but they have spoken another language predominantly at home prior to coming to school. The parents of our pupils with EAL have a broad spectrum of competency in using English, ranging from those who are fluent to non-speakers and newly arrived families from overseas.

Those EAL pupils who are newly-arrived to the country have different experiences of the education system, as a result their starting points will vary and be specific to that individual. Some newly-arrived pupils with EAL will be completely new to speaking English whilst others will have learnt to speak English as part of their overseas school curriculum.

Underlying principles for English language acquisition

- Pupils who speak English as an additional language are entitled to opportunities for educational success that are equal to those of English speaking pupils.
- Pupils who speak English as an additional language are not a homogenous group; their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles.
- Well planned lessons and learning opportunities in appropriately organised mainstream classrooms provide the best environment for acquisition of English by pupils with EAL, so that they participate fully in the life of the school
- The multilingualism of our pupils with EAL enriches our school and our community - pupils are encouraged to share/speak their home language



- To become fully competent in the use of curriculum/academic English is a long process; pupils require long-term support and access to appropriately matched language interventions and resources
- The knowledge and expertise of staff needs to be continually developed in order to understand how to support and effectively enable EAL learners.

Admissions and Induction Process

We follow the whole school's pupil admission procedures which includes a face-to-face meeting with parents/carers and the child. We aim to collect and record the following additional information for pupils with EAL:

- Country of origin
- Date of arrival in the U.K.
- Pupil's first language
- Other languages spoken at home/by pupil
- Pupil's level of literacy in these languages and in English
- Pupil's educational background
- If pupils arrive as a transfer we attempt to contact previous schools

As a result of the additional information that is gathered at the admissions meeting a plan is made with regards to the pupil's start date, induction timetable and first language translator support is set up and timetabled if needed. Additional wider family support needs may also be identified at this initial meeting.

As part of the admission/induction process parents/carers and pupils are taken on a tour of the school and introduced to key staff where possible. They are provided with appropriate information about the school – including a parent booklet and a new starter pack. A translator/interpreter speaking the family's main first language will support the meeting with parents if English is not spoken competently.

New pupil admission information is emailed to the EAL Lead, class teachers and teaching assistants in the receiving year group, SLT including the SENDCO and the Family Support Team. Class teachers follow the 'Newly-Arrived Induction Checklist' to ensure essential preparation, welcome and support are planned and in place.

Teaching and Learning for Pupils with English as an Additional Language

Within a class setting we ensure all pupils with EAL –

- ✓ Have access to the whole curriculum
- ✓ Are taught with their peers



- ✓ Are placed in groups with fluent English speakers who will provide them with good language models
- ✓ Are placed in the appropriate group which matches their intellectual/academic ability
- ✓ Have a first language buddy within their year group where possible

Whole school approach

- To be aware that our school culture and environment (e.g. procedures, routines and practices) may differ from the school culture that our pupils with EAL are familiar with
- Respect and monitor a silent language period
- To be aware that for pupil's with EAL social language skills are usually acquired in around 1-2 years and may be much more advanced than their academic language, which can take 5-7 years to reach proficient levels (see Appendix 1)
- Demonstrate good behaviour and classroom rules, through visual picture cards/timetables/posters;
- Encourage pupils to use English by generating opportunities for active participation in lessons.
- Plan for and provide appropriate stimuli for language development and be aware of specific language outcomes for EAL learners.

We consider our own language use, actively encouraging the development of English in everyday classroom practise using a variety of strategies:

- ✓ repetition of language structures,
 - ✓ providing alternative phrasing,
 - ✓ modelling accurate language structures,
 - ✓ providing language scaffolding for oral/written work,
 - ✓ consciously extending pupils vocabulary,
 - ✓ by commenting not just questioning to extend language,
 - ✓ creating opportunities for pupils with EAL to feedback orally to staff,
 - ✓ actively providing good language role models for social interaction in learning activities.
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- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use, (formality, politeness) genre features and characteristics (narrative, reports).
 - Plan for and provide targeted language learning support for pupils with EAL needs.
 - Pre-teach and send home key vocabulary with visuals before a topic is tackled in class
 - Teach topic/subject relevant vocabulary where appropriate and provide curriculum related opportunities to develop listening, speaking, reading and writing skills.
 - Promote language and study skills and attitudes that enable pupils with EAL to become independent learners.



- Encourage parents/carers participation in their child's learning - send home visuals so parents can make links with first language – communicate via Class Dojo which provides language translation

Interventions and Resources

The following resources and interventions form part of our whole school provision to support pupils with EAL to develop their language acquisition skills and offer personalised and tailored support to meet their needs:

- ✓ Additional Teaching Assistant support in class
- ✓ Learning Mentor support
- ✓ Intensive/Ongoing Translator/Interpreter support
- ✓ Access to bilingual books and dictionaries
- ✓ Peer support/Language buddy
- ✓ EAL language acquisition group (social/survival language) – using Racing to English materials
- ✓ Access to online translation software and programs e.g. Flash Academy, Say hi app, Google translate
- ✓ Bell Foundation – EAL Programme – Resources to support EAL learners across the curriculum
- ✓ Literacy/Phonics support e.g. Read, Write, Inc group
- ✓ Social interaction groups eg. Lunch Club
- ✓ Visual resources eg. self-help key ring

Special Educational Needs and/or Disabilities and More Able Pupils

The school recognises that most pupils with EAL needing additional support do not have SEND status. However, should SEND difficulties be identified by staff, pupils with EAL will have equal access to SEND provision and as a result the school SEND processes and procedures will be followed. Similarly, the school recognises that there will be pupils with EAL who are more able even though they may not be fluent in English.

Assessment and Record Keeping

The school maintains an EAL pupil register using SIMS and Insight Online Tracking System. The school analyses EAL pupil attainment and progress and regularly evaluates the effectiveness of additional support provided.

Class teachers attend formal pupil progress meetings with members of SLT, including the English and Maths leaders – EAL pupil needs and targets are closely discussed and monitored to ensure good progress.

All relevant information is disseminated to teaching staff or to other schools where appropriate.



Tracking systems for EAL pupils

- All EAL pupils are assessed in line with the school's assessment procedures and records are kept using Insight Online Tracking System
- For pupils with EAL who are new to the school from Reception to Year 6 - following two full weeks attendance - Class teachers complete the 'Early Attitudes to School Life' Assessment. This assessment focuses on the areas of behaviour, communication, social, school routines, areas of strength/difficulty in learning. Support and interventions are identified dependent on the assessment score.

The Bell Foundation Assessment Framework

<https://www.bell-foundation.org.uk/resources/detail/assessment-framework-primary/>

The Bell Foundation Assessment and Tracking System is used from Y1-Y6 to assess and track the language acquisition skills for pupils with EAL – this system links to the DfE five point scale for language acquisition (Appendix 2) and is recorded onto an excel tracker grid for individual pupils and Insight online tracking system

1. Newly-Arrived from overseas EAL pupils – Class teachers complete the Initial EAL language acquisition assessment. Targets are generated and classroom support strategies identified. Targets are reviewed and pupils are tracked and assessed termly.
2. EAL pupils who are working below age related expectations - Class teachers complete the language assessment alongside school assessments. Language targets are generated and classroom support strategies identified. Targets are reviewed and pupils are tracked assessed termly.

Parents/Carers and the Wider Community

At Henley Green Primary School we encourage parental involvement by:

- Providing a welcoming induction process for newly arrived EAL pupils and their families/carers.
- Using translators/interpreters, where appropriate and available, to ensure strong and positive links are made between the family and the school.
- Identifying the linguistic, cultural and religious background of pupils to inform our provision
- Celebrating and acknowledging the achievements of EAL pupils and demonstrating that pupils with EAL can make a valuable contribution to their school community through events such as Language and Culture Day
- Recognising and valuing the use of first language for developing positive partnerships between school and home and supporting parents so they can help their children at home



Key responsibilities and Staff Development

At Henley Green Primary School there is a collective responsibility, held by all staff, to identify and remove barriers to ensure all pupils with EAL thrive and are successful in all aspects of school life.

The Assistant Head teacher for EAL is the member of staff responsible for the strategic lead for EAL across the school.

This lead role involves:

- Co-ordinating, monitoring and maintaining an overview of the provision and achievement of pupils with EAL
- Tracking the progress and attainment of pupils with EAL in relation to national standards and other pupil groups in the school
- Bringing the presence and needs of current EAL pupils to the attention of colleagues and responding to requests for information and support for EAL pupils
- Ensuring that EAL pupils are inducted and integrated into mainstream classes and have full access to the curriculum.
- Identifying in-class, small group intervention or social programmes for EAL pupils who are identified as needing additional support.
- Whole school CPD to ensure best practice to support the English language acquisition and development of EAL pupils within the classroom.

Policy written by Mair Coonan - Assistant Headteacher for EAL

Shared with:

School – 03.09.25

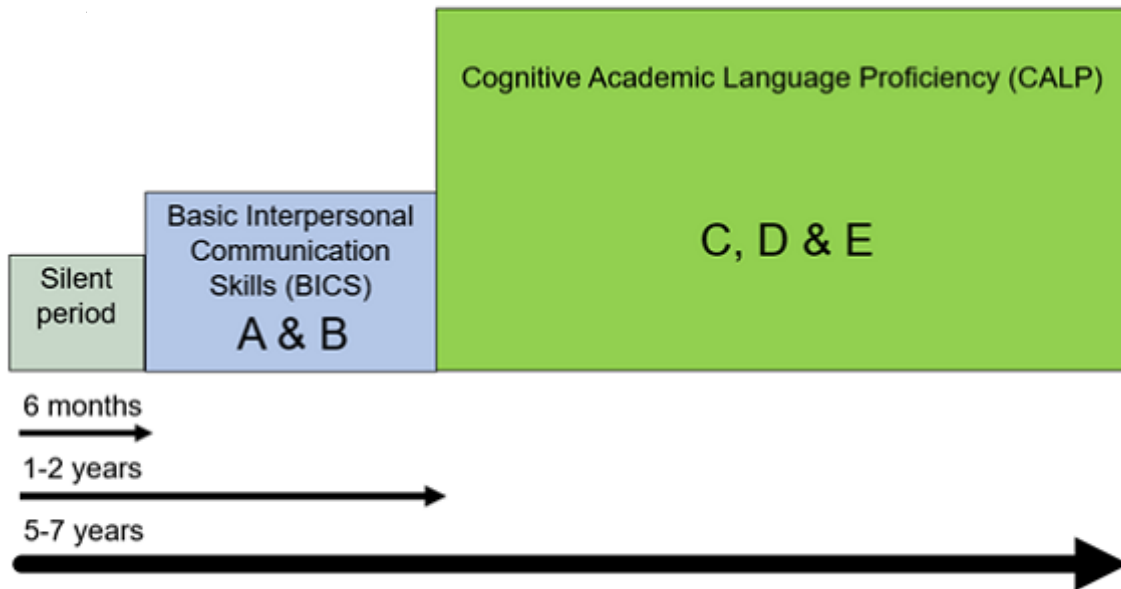
Parents/Carers – Published on website 03.09.25

Governing Body – September 2025

To be reviewed every three years



Progressing from DfE A to E in English Proficiency



Appendix 2

Although the Department for Education (DfE) has removed the requirement for schools to report a Proficiency in English scale for all EAL pupils, NALDIC (National Association for Language Development in the Curriculum) recommends that schools continue to assess learners for internal purposes.

The five point scale/code below forms the starting point for the Bell Foundation Assessment Framework

DfE Code	Description
New to English [Code A]:	<p>May use first language for learning and other purposes.</p> <p>May remain completely silent in the classroom.</p> <p>May be copying/repeating some words or phrases.</p> <p>May understand some everyday expressions in English but may have minimal or no literacy in English.</p> <p>Needs a considerable amount of EAL support.</p>
Early acquisition [Code B]:	<p>May follow day-to-day social communication in English and participate in learning activities with support.</p> <p>Beginning to use spoken English for social purposes.</p> <p>May understand simple instructions and can follow narrative/accounts with visual support.</p> <p>May have developed some skills in reading and writing.</p> <p>May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.</p>
Developing competence [Code C]:	<p>May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent.</p> <p>Literacy will require ongoing support, particularly for understanding text and writing.</p> <p>May be able to follow abstract concepts and more complex written English.</p> <p>Requires ongoing EAL support to access the curriculum fully.</p>
Competent [Code D]:	<p>Oral English will be developing well, enabling successful engagement in activities across the curriculum.</p> <p>Can read and understand a wide variety of texts.</p> <p>Written English may lack complexity and contain occasional evidence of errors in structure.</p> <p>Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.</p> <p>Needs some/occasional EAL support to access complex curriculum material and tasks.</p>
Fluent [Code E]:	<p>Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.</p> <p>Operates without EAL support across the curriculum.</p>