



English as an Additional Language (EAL) Policy

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Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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.

Warren Wood 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.

Legal framework

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
- Admissions Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy

Roles and responsibilities

The Local Governing Body (LGB) will have overall responsibility for the implementation of this policy.



The headteacher will be responsible for:

- Ensuring that those who are teaching or working with pupils with EAL are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Appointing a member of staff to lead on the school's approach to supporting pupils with EAL.
- Providing the EAL lead with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with EAL.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with EAL.

The EAL lead will be responsible for:

- Liaising with teaching staff on support for pupils with EAL.
- Advising on strategies to support and include pupils with EAL and on ways to differentiate work for pupils with EAL.
- Encouraging and supporting pupils to maintain and develop their first language.
- Facilitating pupils' use of first language national examinations.
- Developing relationships between the school and parents of pupils with EAL.
- Securing and providing training to ensure staff development.
- Acting as consultants to staff on language-related issues and equal opportunity and race equality issues.
- Ensuring continuity of support and maintaining contact with other professionals involved, as well as parents and pupils.
- Working closely with the SENCO to develop individual plans tailored to the specific needs of children with additional needs.

All staff members will be responsible for:

- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.



- Ensuring the inclusion of pupils with EAL in their classrooms.
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.
- Planning activities that aim to ease pupils' anxieties and make them feel prepared for their next stage of learning.
- Using Widgeit to support language development, understanding and participation.

Support

Using adaptive strategies to integrate learners into mainstream lessons is always the best way to work with learners who use English as an Additional Language (EAL). There are, however, instances when a focused and time-limited intervention might be beneficial.

Where a pupil with EAL is assessed as having little to no English, support will be provided in the form of intervention sessions.

These sessions will Focus on:

- Language and Content - aim to develop both the English language skills (vocabulary, grammar, etc.) and the subject-specific knowledge needed for curriculum access.
- Practical, everyday English, basic vocabulary, listening and speaking skills.

Inclusion

The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of pupils is the responsibility of the entire school community.
- Mainstream and support departments will work together to ensure optimal outcomes are achieved.



- Diversity will be valued, and classrooms will be socially inclusive.
- Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning and schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.
- Where large groups of pupils with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve pupils' understanding of English.

Initial assessments

When pupils first join the school, their class teacher will assess their proficiency in English using the DfE English Proficiency scale. See Appendix 1. They will also undertake assessments in Phonics (KS1) Star test (KS2) and Maths Fluency Quiz (KS1 and 2) (Appendix 2) MTC (KS2).

The Maths fluency test will be translated using Copilot if required

Teachers of the pupil will use the assessment to inform their teaching and lesson planning. The pupil and their parents may view the assessments at any time.

Classroom practice

Teachers have high expectations of all pupils.

Classroom activities will be matched to pupils' needs and abilities with visual supports being utilised where possible.

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.

Teachers should:

- Provide children with visual aids in the form of Widgit as a stepping stone to support language learning.
- Use a dual language approach by creating word banks, labels and resources which contain words in English and the children's first language, along with a visual of the object. Widgit Online will be used to provide a translation of the word to accompany the symbol.
- Use visuals to accompany teacher talk and presentations.



- Pre-teach vocabulary- teachers can introduce new vocabulary alongside symbols in the form of a word mat, which the child can absorb in their own time.

Where possible, the following practices will be utilised to improve pupils' literacy:

- Utilisation of the pupil's first language expertise.
- The provision of writing frames.
- The use of props.

Language skills will be developed through:

- Collaborative activities involving spoken communication.
- Feedback opportunities and conversations.
- Good models provided by peers.

Active participation will be encouraged by:

- Grouping pupils in mixed ability groups to develop language skills.
- 'Expert' readers and writers present in each group to provide assistance and model language.

Classroom displays will reflect cultural and linguistic diversity.

Assessment methods will allow pupils to show what they can do in all curriculum areas.

Bilingual dictionaries are available to aid pupils with EAL and dual language textbooks are available and used where possible.

Access to the curriculum

The needs of pupils with EAL are considered by teachers 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 greater understanding of key concepts.



- There are opportunities for pupils to use their first language in the classroom.
- The support requirements of pupils with EAL are identified and the support is made available.

Working with parents

Liaison with parents is vital to the creation of a strong home and school partnership, which can ensure the development of pupils 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.
- Ensure the language used in letters to parents is clear and straightforward.
- Where appropriate, have teachers read through the letter with pupils before sending the letter home, to ensure the message is clear.
- Where necessary, ensure translations of school documents are carried out and provided to parents of pupils with EAL.
- Encourage parents to attend parents' evenings and participate in school functions.
- Invite parents to school to help with class activities, such as cooking, reading and class outings, where appropriate.
- Encourage parents to become involved with homework through shared reading schemes and language-based homework.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

Pupils with SEND

A child is not regarded as having 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 SEN 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.

Monitoring and review

The headteacher will review this policy 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.

The next scheduled review date is January 2027.



Appendix 1 – Proficiency in English Scale

A

New to English

- May use first language for learning and other purposes.
- May remain completely silent in the classroom.
- May be copying/repeating some words or phrases.
- May understand some everyday expressions in English but may have minimal/no literacy in English.
- Needs a considerable amount of EAL support.

B

Early Acquisition

- May follow day-to-day social communication in English and participate in learning activities with support.
- Beginning to use spoken English for social purposes.
- May understand simple instructions and can follow narrative/ accounts with visual support.
- May have developed some skills in reading and writing.
- May have become familiar with some subject-specific vocabulary.
- Still needs a significant amount of EAL support to access the curriculum.

C

Developing Competence

- May participate in learning activities with increasing independence.
- Able to express self orally in English but structural inaccuracies are still apparent.
- Literacy will require ongoing support, particularly for understanding text and writing.
- May be able to follow abstract concepts and more complex written English.
- Requires ongoing EAL support to access the curriculum fully.

D

Competent

- Oral English will be developing well, enabling successful engagement in activities across the curriculum.
- Can read and understand a wide variety of texts.
- Written English may lack complexity and contain occasional evidence of errors in structure.
- Needs some support to access subtle nuances of meaning, to refine English usage and to develop abstract vocabulary.
- Needs some/occasional EAL support to access complex curriculum material and tasks.

E

Fluent

- Can operate across the curriculum to a level of competence that is equivalent to a pupil who uses English as his/her first language.
- Operates without EAL support across the curriculum.

Appendix 2 – Maths Fluency Assessment

Maths Fluency Quiz For Primary Years (Year 1-6)

Purpose:

This document provides quick, low-stakes entry tests for new starters to gauge their current understanding

IMPORTANT:

Pupils must have access to online or physical manipulatives (e.g., counters, number line

TEACHER GUIDE

How to Administer:

- Explain to pupils that this is not a graded test; it helps teachers understand where to start.
- Allow 20-30 minutes in a calm setting.
- Ensure pupils have access to online or physical manipulatives (e.g., counters, number lines, base-ten

How to Interpret:

- Use the scoring rubric to identify ability bands.
- Look for patterns: strengths in number sense vs. reasoning.

SCORING RUBRIC (10 Questions per Year Group)

Bands:

- Emerging: 0-4 correct
- Developing: 5-7 correct
- Secure: 8-9 correct
- Greater Depth: 10 correct

Suggested Next Steps:



- Emerging: Use manipulatives, focus on counting and simple addition.
- Developing: Practice mental maths and word problems.
- Secure: Introduce multi-step reasoning.
- Greater Depth: Challenge with open-ended tasks.

Year 1 Entry Test

1. Count the objects:



2. What number comes after 18?
3. $7 + 3 = ?$
4. Which is longer: a pencil or a car?
5. Draw a triangle.
6. If you have 5 sweets and get 2 more, how many do you have?
7. Write the number: fourteen.
8. Circle the biggest number: 8, 12, 5
9. What day comes after Monday?
10. How many sides does a square have?

Year 2 Entry Test

1. Write the number: one hundred and twenty-three.
2. $15 - 7 = ?$
3. $5 \times 2 = ?$
4. Half of 10 is?

5. Which coins can make 50p?
6. Tom has 12 apples. He shares them equally between 3 friends. How many each?
7. What is double of 9?
8. Write the number before 100.
9. How many minutes in half an hour?
10. Name a 3D shape you can roll.

Year 3 Entry Test

1. What is 345 rounded to the nearest 10?
2. $36 \div 6 = ?$
3. $\frac{3}{4}$ of 12 is?
4. How many minutes in an hour?
5. Name a shape with 4 equal sides.
6. A box has 24 chocolates. If 8 are eaten, how many are left?
7. Write the next multiple of 5 after 35.
8. What is $100 - 47$?
9. How many sides does a hexagon have?
10. Convert 2 hours into minutes.

Year 4 Entry Test

1. Write 3,206 in words.
2. $48 \div 8 = ?$
3. Convert 1.5 metres to centimetres.
4. What fraction is shaded? ($\frac{3}{8}$)
5. Identify the line of symmetry in a rectangle.



6. A train leaves at 14:25 and arrives at 15:10. How long is the journey?
7. What is 7×9 ?
8. Round 678 to the nearest 100.
9. How many grams in 2 kilograms?
10. Name a shape with no straight sides.

Year 5 Entry Test

1. Write 0.75 as a fraction.
2. $3,456 \div 6 = ?$
3. Find 20% of 150.
4. Convert 2.3kg to grams.
5. What is the volume of a cube with sides of 3cm?
6. A shop sells 3 pens for £1.20. How much for 10 pens?
7. What is 12^2 ?
8. Write $\frac{3}{5}$ as a decimal.
9. How many millilitres in 3 litres?
10. Find the perimeter of a square with sides of 8cm.

Year 6 Entry Test

1. Simplify: $\frac{36}{48}$.
2. $12 \times 15 = ?$
3. Convert $\frac{3}{8}$ to a decimal.
4. Find the mean of these numbers: 4, 6, 8, 10.
5. Calculate the area of a triangle with base 8cm and height 5cm.
6. A train travels 120km in 2 hours. What is its speed?



7. What is 15% of 200?
8. Write 2.5 as a fraction.
9. Find the mode of these numbers: 3, 4, 4, 5, 6.
10. Convert 0.8 to a percentage.

ANSWER KEYS

Year 1:

1. 12
2. 19
3. 10
4. Car
5. Triangle
6. 7
7. 14
8. 12
9. Tuesday
10. 4

Year 2:

1. 123
2. 8
3. 10
4. 5
5. 50p coin
6. 4
7. 18
8. 99



9. 30

10. Sphere

Year 3:

1. 350

2. 6

3. 9

4. 60

5. Square

6. 16

7. 40

8. 53

9. 6

10. 120

Year 4:

1. Three thousand two hundred and six.

2. 6.

3. 150 cm.

4. $\frac{3}{8}$: Three-eighths.

5.: Two lines of symmetry – one vertical and one horizontal.

6. 45 minutes.

7. 63.

8. 700.

9. 2,000 grams.

10. Circle.



Year 5 Entry Test

1. $\frac{3}{4}$.
2. 576.
3. 30.
4. 2,300 grams.
5. 27 cm^3 .
6. £4.00.
7. 144.
8. 0.6.
9. 3,000 ml.
10. 32 cm.

Year 6 Entry Test

1. $\frac{3}{4}$.
2. 180.
3. 0.375.
4. 7.
5. 20 cm^2 .
6. 60 km/h.
7. 30.
8. $5/2$ or $2\frac{1}{2}$.
9. 4.
10. 80%.

Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors		
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Status of the policy or process:	New policy or process			Existing policy or process			
	<input type="checkbox"/>			<input checked="" type="checkbox"/>			
Analysis							
Protected Characteristic	Impact analysis			Explanation of impact analysis			
	Positive	Neutral	Negative				
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Pupil groups (PP/SEN/CLA):	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Evaluation and decision making							
Summary of action taken:							
Final decision:							