

English as an Additional Language (EAL)

HELEN CHADWICK

2025/2026

REVIEWED AND UPDATED TERMLY



As part of our 'Leadership and Management' and Quality of Education School Development Plan, this presentation a framework for supporting EAL learners to become confident, competent users of English in both written and spoken forms, including but not limited to:

- Providing EAL learners with the resources, teaching, and support they need to develop proficiency in English
- Fostering high expectations across all subjects; particularly in reading, writing, and verbal communication for all EAL learners
- Ensuring EAL students achieve at least expected progress
- Supporting the active involvement of parents and carers in the educational process, encouraging language development at home
- Promoting an inclusive, welcoming environment for students from diverse linguistic backgrounds

Statement of Intent and Background

This EAL policy refers to pupils with 'English as an Additional Language' (EAL) as those who are **“exposed to a language at home that is known or believed to be other than English”** (Department for Education, 2019).

Currently, the number of pupils at Latchford St James stands at [number] and [percentage]. The school is ranked [fifth 2024 data] in the percentage of EAL pupils across all primary schools in Warrington and ranked [third 2024 data] for the number of languages spoken across all Warrington primary schools.

Mobility is high for Latchford St James, with many pupils classed as EAL making up that percentage.

EAL Information

Research by The Bell Foundation has found that it takes up to two years for EAL learners to develop BICS (basic interpersonal communication skills) and, on average, five to seven years for learners to develop CALP (cognitive academic language proficiency).

Many new to English learners will also experience a 'silent period' which can last around six months.

Pupils who are new to the English education system receive £590 per year for the first three years of schooling. This funding is allocated based on data input from the October Census. This money is not ringfenced but will be used to ensure all EAL pupils receive high quality education, inline with their monolingual peers.

Coordinator Responsibilities

The EAL Co-ordinator is responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school's work.

- Responsibilities include:
- Liaising with the teaching staff to identify and support pupils learning EAL
- Support teaching staff in assessing the pupil's level of language where necessary on arrival
- Managing and auditing resources to ensure effectiveness for class work
- Collating EPA data for all year groups
- Working with and supporting EAL Ambassadors
- Monitoring the progress of pupils learning EAL in all aspects of Reading, Writing and Maths

Teacher & Support Staff Responsibilities

- All staff:
- Will develop pupils spoken and written English by:
- Planning and delivering lessons and interventions that address the specific needs of EAL pupils/ bilingual pupils in their classes
- Ensuring that vocabulary work covers the technical and the meaning of everyday words
- Modelling speaking and listening styles and the ways they are used for different purposes across a range of subjects
- Ensuring that there are many opportunities for talking and collaborative work to support writing
- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another
- Carry out termly EPAs

Effective EAL Teaching at LSJ

- Clear learning objectives and use appropriate materials and support to enable learners to participate in lessons
- Key language features of each curriculum area are identified (knowledge organisers)
- Enhanced opportunities for speaking and listening and use made of drama techniques and role play as appropriate
- 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, peer support
- Use of collaborative activities that involve purposeful talk and encourage and support active participation
- Scaffolding is provided for language and learning e.g. talk frames, writing frames
- Using accessible texts and materials that support pupil's language/cultural needs e.g bilingual books/ artefacts.
- Using accessible texts and materials that suit both children's ages and levels of learning.
- Ensuring that pupils are engaged through visual and interactive teaching.
- Providing support through ICT e.g translation tools
- EAL Ambassadors for learning and social support
- In grouping, pupils are given opportunities to work with pupils with similar cognitive ability, pupils who have developed a good age-appropriate level of English and pupils who speak the same language in the group.
- Use of working wall (including WAGOLLS) to support learning of key vocabulary and key concepts
- Using a range of resources like talk frames, paired activities, writing frames, sentence structure prompts, mind map, bilingual dictionaries, peer support, differentiated activities, key word lists.
- Using home or first language where appropriate and if possible (notebooks provided if needed)

Admissions and New Arrivals

We provide a welcoming admissions process and offer support to all new arrivals, so they are able to adjust to their new circumstances and acquire English language skills across the curriculum such as the opportunity to fill in any forms alongside a member of staff.

We recognise that many new arrivals go through a “silent phase” and support pupils with regular check-ins, visual resources, buddy support and effective communication with parents/carers. We offer support to families to ensure they are able to navigate the school website, download apps etc.

Dual language resources will be used if necessary and wherever possible.

During the first week, the class teacher will gain as much knowledge as possible working with the pupil. A basic assessment may be carried out to identify the pupil's language skills.

Pupils may be assessed using The Bell Foundation's English Proficiency Assessment by their class teacher and this information will be shared with the EAL Coordinator. The information gathered will be used to tailor support for pupils.

On-going Support

- As well as staff having high expectations for pupils, everybody at Latchford St James use a wide range of tools and strategies, following guidance from The Bell Foundation, NALDIC and others, which support EAL pupils, such as:
- **English Proficiency Assessment:** Pupils will be assessed termly using The Bell Foundation English Proficiency Assessment if needed and appropriate targets will be set. Data will be shared with the EAL Coordinator and SENCO.
- **Phonics and Early Literacy Support:** For younger learners or those with limited English proficiency, targeted phonics instruction will be a key focus. Teachers will use Little Wandle, a systematic phonics program, to support pupils in developing foundational reading and viewing skills.
- **Writing Development:** Writing will be supported through modelling, shared writing sessions, and targeted vocabulary development. EAL learners will be encouraged to use their first language to support their understanding of English. Vocabulary and WAGOLs will be explicitly displayed and access to language support resources will be available for pupils.
- **Active Participation:** EAL students will be encouraged to actively participate in class discussions, role plays, and peer learning. Teachers will provide opportunities for pupils to practice speaking and listening in low-pressure, supportive environments.
- **Language Modelling:** Teachers will model appropriate language structures and vocabulary to support students in developing their spoken English. Repetition, visual aids, and peer support will be used to facilitate comprehension.
- **Differentiation:** Teachers will differentiate their teaching to accommodate the diverse language levels in their classrooms. This may include:
 - Simplified language in instructions and questions.
 - Visual aids, diagrams, and knowledge organisers.
 - Scaffolding in writing tasks, such as sentence starters or word banks.
 - Peer support through collaborative activities.
- **Parental involvement:** Parents will be regularly invited into school to share their child's academic progress, wellbeing and to celebrate their achievements. Regular communication is part of our practice, and we endeavour to translate any necessary documents to the best of our ability to enable effective relationships. Parent workshops will be held when necessary, and resources will be made available to support parents who may not speak English, such as phonics videos and weblinks.
- **Cultural Awareness:** We recognise and celebrate the diversity of cultures represented in our school community. Learning materials will be inclusive, reflecting the backgrounds of our EAL learners, and we will foster a culture of respect and understanding.

SEN & EAL

Latchford St James understands that most EAL pupils requiring additional support do not have special needs.

We are aware that it takes around two years for EAL pupils to achieve Basic Interpersonal Communication Skills (BICS) and around seven years (five minimum) for pupils to achieve Cognitive Academic Language Proficiency (CALP) and use this information to support any SEN referrals.

We also use cultural background information and a collaborative approach between ourselves and others, including parents, to make informed decisions.

All EAL pupils, including those with Special Educational Needs or those identified as Gifted and Talented, are given equal access to the school's provision.

English Proficiency Assessments (EPAs)

Using The Bell Foundation English Proficiency Assessment (EPA) class teachers will assess pupils, if necessary, based on the objects for Reading and Viewing, Writing, Speaking and Listening and given a “best fit” band. This information can be used to set targets and appropriate interventions.



This data will be collected by the EAL Coordinator termly.

There is a correlation between the banding of the EPA and ARE. Most pupils working at ARE will also achieve Band C on the EPA. Therefore, professional judgments will be used to decide whether to continue assessing pupils against the EPA once they are securely working at Band C.

Communication

- Information shared with parents is predominantly using digital methods which are easily translatable
- Any paper documents shared with parents that have been created by teachers (e.g. end of year reports) can be translated using Word. This will be given as an option to families
- Families will be offered support in filling in any official forms or documents needed to support their child in school
- If needed, the EAL Team at WBC will be contacted for an appropriate translator for in-person meetings (if available)
- The school website can be translated to most languages
- Staff will use as much non-verbal and visual communication as possible to support effective communication
- Parents will be given the opportunity to bring a supportive friend or family member to meetings to support with translation

Christian Values

At Latchford St James, Christian Values are woven through everything we do and teach.

- Respect – We respect that those with EAL may have different learning styles and paces and provide differentiated support when needed
- Community – LSJ is a welcoming and supportive environment where all pupils feel cared for and valued
- Empathy – We support those with different levels of English language acquisition to ensure they feel comfortable to learn
- Perseverance – We appreciate that making mistakes when learning a new language is normal. We promote perseverance through positive reinforcement to build confidence and resilience
- Trust – We encourage open and honest communication between teachers, EAL pupils and families to help address any challenges and build trust

UNICEF Rights

At Latchford St James, Christian Values are woven through everything we do and teach. For our EAL pupils, particular focus is given to:

- **Article 2**
 - All children have these rights, no matter what their age, gender, religion, disability, culture, or nationality is.
- **Article 3**
 - All adults should do what is best for children. Adults should think about how their actions affect children.
- **Article 7**
 - All children have the rights to a name that should be officially recognised by the government and a right to a nationality (to belong to one country).
- **Article 22**
 - All children have the right to a special protection and help if you are a refugee (if you have been forced to leave your home and live in another country).
- **Article 29**
 - Every child's education must develop their talents and abilities.
- **Article 30**
 - All children have the right to practice their own culture, language, and religion or any you choose.

Early Years

- The 'home corner' will remain a part of continuous provision throughout the year – this is important for EAL learners as they may not have had the opportunities to develop language that relates to items and actions around the home in English, such as “cuddle the baby” etc.
- Staff will use visuals to support independent communication
- Dolls and figures will represent different skin tones and heritages
- Staff are aware of cultural stereotypes in the different areas of the classroom and can adapt to reduce this e.g. construction
- EAL pupils are encouraged to use the outdoor area as the Early Years Alliance found that children talk 5 times more outside
- Any provision based on homes/families will have opportunities to celebrate differences around the world e.g. having photos of different style homes from around the world in the construction area
- Common songs and stories are played in different languages using YouTube
- Teachers are aware that WellComm can be carried out in some different languages