

EAL Newsletter

SUMMER 2024/2025



EAL Funding 2025/2026

Welcome to the summer term edition of our EAL Newsletter.

From our visits to settings, it is clear that the number of EAL pupils across Warrington is growing rapidly with some schools now having 30+ languages spoken within their setting.

Please ensure that your setting is following the guidance from the DfE, that a child is classed as EAL if they are **“exposed to a language other than English at home”**. A common misconception is that a child cannot be classed as EAL if only one parent speaks another language. If a child has one parent who has a home language other than English and the child hears that language being spoken at home (whether the child can fluently speak it or not) they are classed as EAL.

This information needs to be correctly input into the October Census for schools to receive appropriate funding. To receive this funding, schools **MUST** put the language that is not English into the first language field (also to be done on pupil register software e.g. SIMS/Arbor).

Funding is allocated to schools for the first three years after a child is given a UPN. For 2025/2026, funding is set at £595 per year for primary aged pupils and £1,595 per year for secondary aged pupils. EAL funding is not ringfenced, although we advocate using the money to support EAL learners' individual needs.

Please share this information with colleagues, particularly your Reception class teachers who will be in the process of collecting information for their new starters.

Please contact us for more information on EAL funding.

Together, we can make a real difference. Enjoy this month's newsletter!

EAL Team

In this newsletter you can expect:

EAL Updates

FREE EAL Training

Best Practice

Exam Arrangements

Community Events

Supporting EAL with AI

CONTACT INFORMATION

Please contact us if you wish you discuss your EAL cohort or individual pupils.

Use the below contact information to arrange a school visit, in-house CPD and to discuss any additional EAL support your school requires.

EAL@warrington.gov.uk
01925 442343

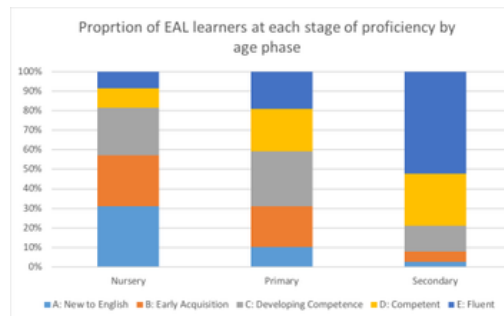
EAL Updates

EAL Data

Recent analysis of EAL children data from the National Pupil Database has found that around 20.8% of pupils are classed as EAL in England compared to just 7.6% of pupils in 1997 and 16.2% in 2013. Over half of all schools have at least one EAL pupil while EAL pupils make up over 50% of the roll in 10% of primary and 8% of all secondary schools.

The North West is the third highest area for EAL pupils in England after London and the West Midlands.

At EYFS, pupils are less likely to attain GLD by around 7 percentage points compared to monolingual pupils. At KS1, monolingual pupils outperform EAL pupils in reading by around 5 percentage points and 2 percentage points in maths. At KS2, monolingual pupils are more likely to attain expected standard or above in all subjects, particularly reading, than EAL pupils. However, the difference is reduced within maths. At KS4, there is not a significant difference between EAL pupil and monolingual pupil performance. EAL pupils are more likely to achieve EBacc with GCSE 9-5 passes than monolingual peers.



English Proficiency Assessment



According to The Bell Foundation, it takes on average six years for a child to gain English proficiency.

Research by Strand and Hessel (2018) demonstrates that proficiency in English can explain 22% of the variation in EAL pupils' achievement compared to the typical 3-4% that can be statistically explained using gender, free school meal status and ethnicity. This indicates that proficiency in English predicts unique variation in pupil achievement.

Research also found that pupils New to English or at the Early acquisition stage attain below the national average, those with Developing competence attain very close to the national average, while the pupils assessed as Competent or Fluent attain significantly above the national average.

These findings confirm that assessing pupil's proficiency in English is a valuable indicator to understand language proficiency and to predict attainment.

<https://www.bell-foundation.org.uk/app/uploads/2018/10/EAL-PIE-and-Educational-Achievement-Report-2018-FV.pdf>

Oracy Rich Classrooms



Oracy rich classroom practice in your school provide opportunities for students to practice oral language in meaningful contexts.

Depending on the oracy needs of your students learning EAL, they may benefit from pre-teaching target vocabulary, sentence starters and visuals. Frequent repetition is very important when internalising new language structures, as well as having the confidence to take part. One effective and inclusive way of doing this is through language drills such as 'I went to the Market', or songs and rhymes.

Other good practices include modelling language and exploratory talk by using first and mixed-ability groupings. Mixing language pairs in which EAL pupils are placed with good role models of English offer opportunities for translation between both languages: with the supervision of an adult and clear rules for talk, this can help all learners 'build confidence and transferable skills'.

It is also important to value children's home languages in school, and working in partnership with families and communities.

Embedding inclusive strategies for developing children's vocabulary and oracy skills will benefit all learners, regardless of their proficiency.

EAL Training 2024/2025



EAL Drop-In

There is no set agenda for these sessions, but there will be an opportunity for all professionals working with EAL children to discuss any EAL concerns or matters.

Wednesday 7th May
Wednesday 2nd July
9:30am



EAL Coordinator Network

We will examine the role of the EAL Coordinator and explore how those working in this position can work with staff members to meet the needs of EAL learners. There will also be opportunity to network.

Wednesday 14th May
9:30am



Supporting EAL in EYFS

Working with Warrington's Early Years team, we will share strategies and resources that can support EAL children aged 0-5. This training is suitable for all EY practitioners, including Childminders.

Wednesday 25th June
9:30am



We will explore the ways to establish whether pupils are displaying academic and/or social behaviours related to SEND or English proficiency. Participants will also be advised on ways to support families of these pupils.

Wednesday 9th July
9:30am

WE ARE CURRENTLY CREATING
2025/2026 CPD TIMETABLE: IF
THERE IS SPECIFIC EAL CPD
YOU THINK WOULD BE
USEFUL, PLEASE LET US
KNOW.



Classroom Best Practice

Our team are privileged to have visited most schools and many EY and post-16 settings across Warrington and have been able to see the amazing work that settings are doing to support EAL children, pupils and families. In our final term for 2024/2025, we thought we would use this opportunity to share some of the fantastic EAL practice we have observed, such as:

- Coffee Mornings/Cultural Cafes for EAL parents
 - Welcome displays in the languages spoken at the school
 - Having a designated EAL Coordinator
 - Completing pupil profiles
 - EAL parent governors
 - Extra-curricular Culture Club
 - Pre-teaching sent home
 - Home language journals
 - Using Alexa in the classroom
 - Regular English Proficiency Assessment carried out
 - A map of the world with pins of pupil's home countries
 - Dual language books and books that represent children of other cultures/faiths
 - Sharing libraries for families
 - Answering the register in different languages
 - Learning songs and phrases in different languages
 - Adapting the lunch menu to offer opportunities for children to try food from other cultures
 - Using Word, or similar, to translate any letters or information sent home
 - Making appropriate adaptations for examinations, such as applying for additional time and readers etc.
 - Supporting pupils in carrying out Heritage Language GCSEs
 - Migrant related trauma awareness of refugees and asylum seekers
 - Placing EAL pupils in higher ability groups in the early days, until academic information is gathered
 - Awareness of cultural background e.g. school attendance expectations in other countries
 - Having members of staff who also use EAL
 - Allowing for extra brain-breaks for EAL pupils
 - Inviting EAL parents and visitors into the classroom to share information about their culture and to read stories/teach songs and games in their home language
-

Exam Arrangements

Key Stage Two:

The reading test and the grammar, punctuation and spelling test must be conducted in the English language.

In the context of the maths test, learners are allowed:

- A translator who orally translates the questions where necessary - this is counted as 'use of a reader'
- A translator who prepares a written translation of the questions where necessary
- The child speaks their answer in their first language and the translator writes the answer for them in English - this is counted as 'use of a scribe'
- The child writes their answer in their first language and the translator provides a written translation – this is counted as 'use of a transcript'

Secondary and Further Education:

Bilingual Translation Dictionaries

- Candidates whose first language is not English, Irish, or Welsh
- Cannot be used in GCSE/GCE English Language, English Literature, Geography, History, Religious Studies, or Welsh Literature exams
- Can be electronic or hard copy but must be securely stored and checked for unauthorised content
- No application required for using a dictionary alone

25% Extra Time with a Bilingual Dictionary

- In early language acquisition stages (Bands A/B on DfE scales)
- Candidates must demonstrate heavy reliance on the dictionary during exams, delaying question answering.
- Learners should have good subject vocabulary knowledge and practice efficient dictionary use.
- Evidence required and is provided through the Access Arrangements Online (AAO) application.

Reading Pens/Computer Reader

- Permitted if provided by the centre.
- Must not include a dictionary, thesaurus, or data storage capability.
- Used with headphones.
- No application required for using an examination reading pen

EAL Updates: Exams Arrangements and Assistive Technology		
Normal way of working!		How can we demonstrate and support normal ways of working for our users of EAL in order to benefit from exam access adjustments?
Documentation • Collect photographic evidence of learners using tools and strategies in the classroom • Include EAL needs and strategies in learner profiles or Individual Learning Plans • Maintain a centralised record of interventions, resources, adjustments etc.	Professional Development • Organise staff CPD to build awareness of EAL learners' needs and normal ways of working. • Facilitate collaborative planning between EAL coordinators, classroom teachers, and TAs to ensure strategies are integrated. • Raise awareness through newsletters, staff briefings, and resource-sharing platforms.	Availability of Resources • Ensure easy access to assistive technology such as reading pens, translation devices, or software. • Set up a centralised loan-and-return system for resources like reading pens or dictionaries accessible to both staff and students.
Classroom Practices • Regularly use assistive tools/ adjustments in lessons to normalise their presence. • Incorporate bilingual dictionaries and translated materials as part of routine practice. • Conduct regular observations to ensure adjustments are consistently applied in lessons.	Monitoring and Feedback • Gather feedback from students, parents, and staff about the effectiveness of normal ways of working. • Use self-assessment tools for students to reflect on how these adjustments help them. • Create a safe space for EAL learners to ask questions, review materials, or practice language skills.	Parental Involvement • Involve parents in understanding and supporting their child's normal ways of working through regular communication and meetings. • Organise parent workshops to demonstrate how to support learners using these tools and strategies.

"It is important to highlight that, as with all technology, what makes a difference to pupils' educational outcomes is not the technology itself, but how effectively or otherwise it is used in a particular setting to support learning." The Bell Foundation

(Generative Artificial Intelligence in Education - Call for Evidence, 23/08/2023, <https://tinyurl.com/29ywfkwv>)

Recommended AI Tools to Support EAL Pupils

<i>Diffit - Adjust learning materials to fit the needs of all students.</i>	
	• Generate learning materials and assessments • Adapt to different reading levels • Translation of learning resources • Export as resources e.g. google forms quiz, Google Slides etc
<i>Goblin.tools - Assists with executive functioning</i>	
	• Task Management. Breaking tasks into a set of manageable steps. • Time estimates • Tone of speech support through a formaliser and judge the tone feature.
<i>Pi - A conversational "emotionally intelligent" chatbot. Pi stands for "personal intelligence".</i>	
	• Personalised AI assistant and coach. • Responds to natural language input in a supportive, empathetic, and intelligent conversational tone. • Helps the user explore and understand their world, with access to fresh and factual information.
<i>Quizizz - Gamifies quizzes and lessons. Host live activities or assign as homework.</i>	
	• Accommodation profiles. • Hide leaderboard, extra time, read aloud, extra attempts.
<i>Brisk Teaching - AI Powered Chrome extension.</i>	
	• Create instructional materials • IEP goals • Give feedback • Adjust reading level • Translate texts • Use replay to view the evolution of students' writing. Gaining an insight into a student's process during development of writing.
<i>Simplify AI - AI feature within Texthelp's Read&Write toolbar</i>	
	• Rewrite text using simpler words and sentence structures. • On a website, click the Simplify icon on the Read&Write toolbar and then look for the AI icon in the top right corner of the Simplify page. Click this icon to get a simplified, shortened version of the text.
<i>Forms Creator - AI feature within Texthelp's Equatio toolbar.</i>	
	• AI powered maths assessment creation. • On a Google Form, click the AI icon in the Equatio toolbar to generate up to 20 questions for the topic and level entered by the teacher.
<i>LUDIA - LUDIA = UDL+AI AI chatbot designed to support the implementation of UDL.</i>	
	• UDL partner and coach • Helps teachers discover ways to support all learners and reduce learning barriers.

Community Events



CHILDREN'S CENTRE

Use the QR code to access
Warrington Children's
Centre timetables for
summer term

'Warrington LiFE is a careers
information, advice and
guidance service
offering practical support in
looking for work as well as
information
and advice on education,
employment and training.'
One Time Square, WA1 2EN
01925 442211
careersservice@warrington.
gov.uk



Connect, play and learn
Activities and classes for families
with babies and toddlers.

- Everyone is welcome
- Completely free
- No need to book
- Activities running all day

Thursdays
in term time only
09:30 – 14:30
Warrington Youth Zone
Dallam Ln,
Warrington, WA2 7NG

Any questions please contact us:
email: hello@babyzone.org.uk
facebook: [/babyzoneUK](https://www.facebook.com/babyzoneUK)
instagram: [@babyzoneUK](https://www.instagram.com/babyzoneUK)

Working with HomeStart, WOW
and local partnerships to support
families in the community.



ACTIVITY ANGELS

Use the QR code to access
the free (donations welcomed)
activities and sessions for
adults across Warrington

Contact Information

Please contact us if you wish you discuss your whole EAL cohort or individual pupils. Use the below contact information to arrange a school visit, in-house CPD and to discuss any additional EAL support your school requires.

EAL@warrington.gov.uk
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