



William Booth Primary and Nursery School

EAL Policy January 2026

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EAL Policy

At William Booth Primary and Nursery School we are exceptionally proud of our pupils and value their abilities and achievements. We are confident that we provide a vibrant and stimulating learning environment that meets the needs of all our pupils. We want all our pupils to experience success in everything that they do, the school is fully committed to providing each pupil with the best possible learning environment for them to maximise their full potential.

THE EAL AIMS OF THE SCHOOL

- We consider a child's home language to be a core element of their cultural identity.
- We aim to celebrate the range of languages spoken in the school and encourage continuing development in children's home languages alongside their acquisition of the English language.
- We aim to support our bilingual and multilingual children to make rapid progress in their English language development through a focus on the teaching of core vocabulary in each subject, so that they can access learning in all areas of the curriculum.
- We are committed to ensuring that accurate assessment ensures that pupils are provided with learning tasks that meet both their cognitive and English language needs.
- We have an inclusive approach to learning and prioritise Quality First Teaching as the most effective way to enable EAL pupils to make the necessary progress required to diminish attainment differences with non-EAL pupils.
- Additional interventions will only be used in cases where it is determined that a child requires additional, not alternative, support to help them make the expected progress.

WHO IS THIS EAL POLICY FOR?

This policy should be referred to by all teaching, support and administrative staff who have contact with pupils and/or parents in the school. It informs strategic decision making by the senior leadership team, as well as day to day teaching and learning and interactions with parents and pupils of the school.

The aim of the policy is to ensure that bilingual and multilingual learners are provided with teaching and learning opportunities that enable them to make the best possible progress, within an accepting, inclusive and welcoming environment.

HOW IS EAL DEFINED?

Definition of English as an Additional Language taken from the Department for Education, 2019.

The term "EAL" is used to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. In England, such learners are defined as those who have been 'exposed to a language at home that is known or believed to be other than English' (Department for Education, 2019).

William Booth Primary and Nursery School's definition of English as an Additional Language as those pupils where;

'A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community.' (DfE School Census Guide 2016-2017, 2016 p.63)

William Booth Primary and Nursery School's definition of the different stages of English as an Additional Language;

- A: New to English (requiring considerable support to access curriculum content)
- B: Early Acquisition (still need a significant amount of support to access the curriculum)
- C: Developing Competence (need ongoing support to access the curriculum fully)
- D: Competent (occasional support to access more complex curriculum material and tasks)
- E: Fluent (very little or no support required to access curriculum content and should be working at, or very near, age related expectations)

Definitions of each band can be found in Appendix 1.

ADMISSIONS

The admission arrangements for ALL pupils are in accordance with national legislation, including the Equality Act 2010.

INCLUSION

This policy builds on our school's inclusive ethos and approach, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our EAL policy reinforces the need for Quality First Teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with EAL.

EAL CONTEXT AT WILLIAM BOOTH PRIMARY AND NURSERY SCHOOL

William Booth School is a one form entry primary and nursery school, with up to 240 children aged 3-11 on roll. 50% of our pupils have English as an additional language and 35 languages are spoken in school. 41% of our EAL learners are also entitled to Pupil Premium, and 16% of our EAL learners also have a Special Educational Need/Disability. Absence rates for EAL learners are below the national average.

IDENTIFICATION

At William Booth Primary and Nursery School we have adopted a whole-school approach to EAL policy and practice. All staff are committed to the principles and aims of this policy. Pupils identified as having EAL are, as far as it is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and Early Years Foundation Stage Curriculum and are integrated into all aspects of the school. All teachers are responsible for identifying pupils with EAL and, in collaboration with the EAL Lead, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with EAL can be identified.

ADDITIONAL LANGUAGE ACQUISITION

We believe that the following should be in place to optimise the potential for second language acquisition for pupils with EAL:

- A welcoming and inclusive environment which celebrates ethnic and lingual diversity.
- Opportunities for pupils to explore ideas and new learning in their home language as well as in English.
- The continuing development of home language being seen as equally important as the development of English language skills.
- An inclusive curriculum, where EAL learners have access to high quality modelling of English language speaking by the adults around them.
- High expectations for all learners, regardless of their English language proficiency, where effective differentiation enables all pupils to access learning at a level appropriate for their cognitive and developmental needs.

GRADUATED RESPONSE AND EAL

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. At William Booth Primary and Nursery School, we have adopted a graduated response to meeting the needs of learners with EAL to ensure we are regularly reviewing the support in place for those acquiring English as an additional language. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the acquisition of the language progresses. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

RESOURCES

Within year groups, the focus is on language immersion and strong modelling of spoken English skills by adults. Teaching staff use a variety of strategies to support EAL learners to access the curriculum through our Quality First Teaching offer.

Adaptive Teaching

Teachers use their knowledge of children's barriers to plan for adaptations that can be made to enable access to the curriculum. More information about this can be found in our Teaching and Learning Handbook.

Digital Support

iPads are highly effective resource, used skilfully by teachers and children across the curriculum to enhance learning opportunities. They can be used to provide additional visual and audio support (e.g. images and voice notes), as an alternative method of recording (e.g. typing and voice recordings) and as a way of promoting independence in learning.

Visual Aids

InPrint is a Widgeit program used in school to make visual resources which enable pupils with limited English proficiency to access the curriculum (e.g. by creating word banks and adding images to texts). It is also used to support children to navigate day to day school life (e.g. choosing which lunch they would like during morning registration). All classes have a visual timetable, and visuals are used across school to support classroom organisation.

Oracy

Oracy is an important feature of our Quality First Teaching offer, and opportunities for utilising and developing children's oracy skills are present in all lessons. Enhanced opportunities are provided for speaking and listening, including both process and presentational talk.

Language Rich Environments

Our Language Rich Environments begin in the Early Years Foundation Stage where children are immersed in language and supported by high quality interactions at all points. The physical classroom environments showcase the importance of language immersion, with key vocabulary on display, visuals to support, and resources clearly organised and accessible.

Vocabulary

The teaching of vocabulary underpins learning in all areas of the curriculum and school life. Teaching staff maximise every opportunity for language learning, in both planned and incidental interactions. Vocabulary is explicitly taught across school, through our phonics and spellings schemes and our theme learning approach. There are opportunities for pre and post teaching of vocabulary for children who require additional support.

Dual Language Resources

The school library and classroom libraries are equipped with dual language books in a number of the school's community languages.

Peer Support

Where possible, new pupils with EAL are buddied with another child who shares their home language. Collaborative activities in the classroom involve purposeful talk and encourage and support active participation.

PUPIL PREMIUM AND EAL

A large percentage of the school's pupil premium pupils are also EAL. Pupil Premium funding is deployed based on analysis of barriers to learning for disadvantaged learners and is not spent on a pupil-by-pupil basis.

Research has shown that the most effective way to raise attainment is through quality first teaching. A significant proportion of Pupil Premium Funding is therefore focused on staff CPD. It is our view that teaching strategies which support learners with EAL to access the curriculum in fact benefit all learners.

SPECIAL EDUCATIONAL NEEDS

At William Booth Primary and Nursery School we are very clear that SEN and EAL are not the same. If a child with EAL is making slower than expected progress we first consider the following factors:

- Language proficiency
The child may be learning slowly due to limited experience in English. They may not have established sufficient proficiency in any language yet or, they may not be learning because their level of BICs has misled the teacher into setting tasks that are too abstract for the child's language level.
- Environmental stress factors
These could be hindering learning both in and out of school. Examples are that the child may be experiencing racism either at home or at school or they may be stressed or traumatised. The family may be under a lot of stress, may have moved frequently or there may be conflicting demands in the home. It may be that the environment in the school is not inclusive and understanding.
- Access to the curriculum
There may be barriers created by the school that mean the child is not able to access the curriculum effectively. For example, the child may be discouraged from using his/her first language, there may be few visuals or gestures or the child may have been placed in an inappropriate set.

It is important to work through the list of possible hypotheses for the child's perceived learning difficulties and to keep a thorough record, including recording where information is not known.

Once other reasons for slower than expected progress have been investigated, the school's identification of SEND will be implemented, in accordance with the SEND Policy.

PARTNERSHIP WITH PARENTS

William Booth Primary and Nursery School firmly believes in developing a strong partnership with parents and that this will enable children and young people with EAL to achieve their potential. The school recognises that parents have a unique overview of their child's needs, and that this gives them a key role in the partnership.

The school aims to work in partnership with parents and carers. A home visit is carried out for all new starters to school, from Nursery to Year 6. Parents are welcomed to the school during their child's initial induction meeting. Parents are provided with key documents which explain the school's expectations (for example, of attendance, uniform and behaviour) and daily school routines and organisation.

These documents are supported by visuals as we understand that many parents may speak little, or no English, and translators can be arranged as required.

The school uses a variety of methods to maintain ongoing communication with parents including:

- Class Dojo, which is the school's communication platform, and includes a translate function
- Use of the 'Change Language' tool on the school's website
- Translators can be arranged as required for home school meetings / phone calls
- There are a variety of options for parents to become involved in family learning sessions throughout the school year
- There are numerous opportunities each year for parents to become involved in the life of the school which include:

- Workshops delivered by teachers to explain aspects of teaching
- Pupil performances (e.g. class assemblies)
- Community events (e.g. Eid party)

Translating and Confidentiality

At William Booth Primary and Nursery School we never use children or parents to support with the translation of any information that may be sensitive and/or confidential. If required, the school is able to access a wide range of translators.

KEY RESPONSIBILITIES AND STAFF DEVELOPMENT

EAL Lead

The EAL Lead alongside other leaders in school are responsible for monitoring the progress and attainment of pupils with English as an additional language through; lesson visits, pupil and parent voice, book looks and analysis of assessment data.

They review and adapt the initial assessment and induction procedure to ensure it continues to meet the needs of pupils as well as providing the information needed by teachers to inform their planning.

The EAL Lead supports teaching staff by organising and/or delivering staff CPD in response to any issues arising from monitoring.

The EAL Lead attends EAL Network Meetings to ensure they remain informed about best practice in this area, and this information is disseminated to senior leaders and teaching staff as appropriate.

Teachers

Teachers are responsible for the attainment and progress of pupils with EAL in their class. They should raise any concerns over pupil progress with the SENCO and EAL Lead.

Teachers are responsible for adapting the curriculum and providing resources to enable children with EAL to access learning.

Governing Body

The EAL Governor will meet at least annually with the EAL Lead and the governor will report annually on the success of the policy against the specific objectives which are given under 'The EAL Aims of the School' at the beginning of this policy. The school adopts the Revise, Revisit, Refine and Refresh approach to ensure that the school is successfully meeting the needs of EAL pupils and parents, as well as suitable training and supporting staff.

COMPLAINTS PROCEDURE

Parents are encouraged to discuss any problems or concerns they may have with school. These should be raised initially with the pupil's class teacher as most problems can be resolved in this way, but if this does not happen, parents may raise concerns with the EAL Lead and/or the Head teacher. If the issue cannot be resolved the parents may follow school's Complaints Policy.

HEADTEACHER: Claire Paporozzi

EAL Lead: Claire Roberts

Chair of Governors: Sarah Shardlow

Appendix 1

Proficiency in English Assessment and Assessment procedures

A: New to English

Pupils:

- Engage in highly scaffolded listening activities, learning basic classroom language
- and linking sounds to actions and meanings
- Show emerging competence in basic oral expression
- Demonstrate little or no knowledge of written English; taking first steps to engage with written and digital texts in English
- Demonstrate competence in managing basic, simple and isolated phrases
- Require considerable support to access curriculum content

B: Early Acquisition

Pupils:

- Show a developing autonomy in processing speech
- Show emerging competence in the ability to respond verbally in interactions with others
- Make sense of written text at word and phrase/sentence level, using visual information to help decipher meaning
- Demonstrate competence in producing simple sentences and paragraphs on familiar topics conforming to taught expectations
- Still need a significant amount of support to access the curriculum

During the New to English and Early Acquisition stages, the focus for teaching and support should be on effective communication and 'meaning making'. At these stages fluency and building confidence is more important than accuracy.

C: Developing Competence

Pupils in the English education system who are Developing Competence, have typically been learning English for between two and five years.

At this stage learners would typically be confident in communicating in English and would be starting to develop more control of functional language. Their spoken English, however, may not be particularly accurate, with surface errors sometimes continuing for a number of years.

Pupils:

- Show developing independence in the use of basic listening skills needed to engage with learning
- Demonstrate emerging competence in spontaneous expression and communication
- Draw on growing knowledge of vocabulary and grammar to engage with curriculum and related texts and tasks
- Demonstrate competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts
- Need ongoing support to access the curriculum fully

At this stage, the focus for teaching and support should be about increasing range and accuracy of language use. EAL learners who are Developing Competence need to be encouraged to notice key features of English and self-correct.

D: Competent

Pupils:

- Apply listening skills over an increasing range of contexts and functions
- Demonstrate competence in producing more varied and complex speech in a wider range of contexts
- Engage with curriculum related reading activities independently and productively in different subject areas
- Demonstrate competence in controlling the content and structure of writing with greater accuracy and with a fuller range of vocabulary and grammar
- Need occasional support to access more complex curriculum material and tasks

E: Fluent

Pupils:

- Demonstrate confidence in writing accurately and independently in a variety of genres
- Engage with curriculum-related reading activities independently and productively in different subject areas
- Show competence in fluent, creative use of spoken English
- Show an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance
- Need very little or no support required to access curriculum content and should be working at, or very near, age related expectations

At the Competent and Fluent stages, the focus for teaching and support should be about promoting more sophisticated uses of language, exploring how to control of genre and register, and varying style and format to adapt to different requirements and contexts.

These assessments are saved on INSIGHT and help to support leadership decision making, for example the allocation of resources and deployment of support staff

ASSESSMENT PROCEDURES

Initial Assessment

New arrivals to the school who have English as an additional language (EAL) are assessed in the following areas, after a settling in period of a maximum of 4 weeks, at the school using the Bell Foundation Language Acquisition Bandings.

Proficiency in English Assessment

Teachers assess the Proficiency in English (PiE) of EAL pupils in their class three times per year; at the end of the Autumn 1, Spring 1 and the start of Summer 2 (to aid transition) terms. This assessment is carried out using the Bell Foundation Language Acquisition Bandings and establishes a child's proficiency levels. See Appendix 1 for an outline of the Proficiency levels.

Statutory Assessments

The school carries out the following statutory assessments:

- EYFS: Assessment of Early Learning Goals
- Year 1: Phonics Assessments
- Year 4: Multiplication Check
- Year 6: SATS in Reading, Writing, Maths and Grammar, Punctuation and Spelling

All pupils in the Early Years Foundation Stage are assessed against the Early Learning Goals at the end of their Reception Year. Early Learning Goals for 'Literacy' and 'Communication and Language'

must be assessed in English, but the other areas of the Early Years Foundation Stage curriculum can be assessed in a pupil's home language. Assessment is supported through the use of visuals where appropriate.

In some cases, it is not appropriate for a child who is very new to English to sit statutory tests, as they do not have enough English language to access the test. Teachers will make the decision on whether to disapply a child with EAL from statutory assessments based on their judgement of whether it is suitable for their needs.

The school follows statutory testing guidance and provides approved support to help pupils with EAL to access tests including, where guidance allows, the provision of translators and/or readers e.g. in maths assessments, additional time (for pupils with low writing or reading speed) and scribes.

Internal Assessments

The school carries out termly assessments in Reading, Writing and Maths, and all Foundation Subjects (see Assessment Policy for further information). If a pupil with EAL is unable to access the tests provided, teachers instead provide a teacher assessment level. This is supported by the Proficiency in English assessments and teacher knowledge of the pupils' performance in class.