



# St Joseph's Catholic Primary School

## English as an Additional Language Policy Framework

This **English as an Additional Language (EAL) Policy Framework** that provides a detailed structure for our school in England to ensure that pupils with English as an additional language are supported effectively, in line with national guidance and best practice. It reflects statutory requirements and non-statutory guidance from the Department for Education (DfE), Ofsted, the Equality Act 2010, and the 2014 National Curriculum in England.

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### 1. Introduction

#### 1.1 Purpose of the Policy

This policy sets out the principles and aims for supporting English as an Additional Language (EAL) learners at our school. It ensures that all pupils who are learning English as an additional language access a high-quality education that enables them to achieve their full potential, both academically and socially.

The school is committed to raising the achievement of EAL pupils by:

- Ensuring they are fully included in the curriculum and school community.
- Supporting them to acquire full proficiency in English.
- Encouraging the maintenance and celebration of their first languages and cultural identities.

#### 1.2 Legal and Policy Context

This policy supports compliance with the following statutory frameworks and national guidance:

- **Equality Act 2010** – promotes equality of opportunity and protection from discrimination for pupils with different linguistic backgrounds.
- **Children and Families Act 2014** – ensures that pupils with additional needs, including EAL learners with special educational needs (SEN), receive appropriate support.
- **Ofsted Education Inspection Framework (EIF)** – requires schools to ensure all pupils, including those with EAL, learn the curriculum well and achieve positive outcomes.
- **2014 National Curriculum in England** – states that teachers must take account of pupils' different needs, including their language development needs.

This policy also reflects guidance from The Bell Foundation and other recognised frameworks in EAL education.

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### 2. Definition and Identification

#### 2.1 Definition of EAL

An EAL pupil is defined as one whose first language is not English; that is, the language they were exposed to during early childhood and continue to use at home or in the community. This includes pupils who:

- Are new to the English language and the UK education system.
- Were born in the UK but speak a language other than English at home.



- Are advanced bilingual learners needing targeted support to access higher-level academic language.

Being an EAL learner does not equate to having Special Educational Needs (SEN), although some pupils may have both.

## 2.2 Identification of EAL Learners

We identify EAL learners during the admissions process, using:

- Home language questionnaires completed by parents/carers.
- Pupil and family interviews.
- Observations and initial assessments completed within the first half-term of pupil entry.

The school uses the **DfE Proficiency in English Codes (A to F)** to assess and record pupils' stages of English proficiency:

- A: New to English
- B: Early acquisition
- C: Developing competence
- D: Competent
- E: Fluent
- F: Not yet assessed

Assessments will be revisited throughout the year to track progress and adjust provision.

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## 3. Aims and Objectives

### 3.1 Whole-School Commitment

Our school believes that every teacher is a teacher of EAL. We are committed to ensuring that:

- All staff understand and address the language development needs of EAL learners.
- Teaching approaches promote language and literacy development alongside curriculum content.
- EAL learners are respected and valued for their linguistic and cultural identities.

### 3.2 EAL-Specific Objectives

- To promote rapid acquisition of English language skills, particularly oral language and academic vocabulary.
- To support EAL pupils in accessing the full curriculum through targeted and inclusive teaching strategies.
- To build on pupils' first languages and prior educational experiences as resources for learning.
- To close any attainment gap between EAL and non-EAL peers.

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## 4. Roles and Responsibilities

### 4.1 Headteacher and Senior Leadership Team

- Ensure whole-school inclusive ethos for EAL learners.



- Oversee implementation and review of the policy.
- Allocate resources and time for staff training and EAL provision.
- Monitor attainment and progress data for EAL pupils.

#### 4.2 Governing Body

- Ensure compliance with statutory responsibilities on equality and inclusion.
- Hold leadership to account for outcomes of EAL pupils.
- Approve the school's EAL policy and review it regularly.

#### 4.3 Class and Subject Teachers

- Provide high-quality inclusive teaching and differentiated support.
- Use assessment to inform planning for EAL pupils.
- Create opportunities for language development within the curriculum.
- Maintain high expectations for achievement irrespective of language background.

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### 5. Admission and Induction

#### 5.1 New Arrival Procedures

New arrivals with EAL needs are welcomed with care. We:

- Arrange for an intake interview with the pupil and family to gather background information.
- Assign a first-language peer buddy, where possible.
- Provide a tailored induction plan including timetabled support, guided tours, and parental liaison.
- Establish a welcoming classroom environment that reflects the cultural and linguistic diversity of our pupils.

#### 5.2 Baseline Assessment

During the first few weeks, EAL learners receive a thorough baseline assessment:

- English proficiency assessment using tools such as The Bell Foundation EAL Assessment Framework.
- Review of prior academic experience, literacy in first language, and any SEN indicators.
- Initial support levels are determined based on baseline outcomes.

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### 6. Teaching and Learning Provision

#### 6.1 Quality First Teaching

At all stages, EAL learners benefit from effective, inclusive teaching, which includes:

- Clear learning objectives with explicit language targets.
- Use of visuals, gestures, realia and modelling.
- Collaborative work such as pair and group discussions to support language processing.
- Scaffolding strategies including sentence stems, grammar frames, and graphic organisers.



- Sequenced vocabulary teaching rooted in curriculum content.

## 6.2 Support Strategies

In addition to mainstream teaching, provision may include:

- In-class support from trained Teaching Assistants (TAs).
- Pre-teaching of key vocabulary and language structures.
- Focused withdrawal groups for intensive English instruction where appropriate.
- Use of bilingual resources and technology-enabled translation tools.

## 6.3 Differentiation and Curriculum Access

EAL learners access a broad and balanced curriculum through:

- Planning that addresses both cognitive challenge and linguistic need.
- Use of differentiated texts and tasks according to proficiency level.
- Strategic grouping to encourage positive peer modelling.
- Maintaining high expectations while providing linguistic support.

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## 7. Assessment, Tracking, and Monitoring

### 7.1 EAL Assessment

EAL learners are assessed against both curriculum standards and English proficiency levels. Assessments include:

- Formative assessments during lessons.
- Termly summative assessments.
- Language acquisition milestones in speaking, listening, reading, and writing.
- Use of an EAL-specific assessment framework (e.g. Bell Foundation/EAL Assessment Framework for Schools).

### 7.2 Progress Monitoring

EAL progress is tracked within the school's assessment system. This includes:

- Analysis of attainment in English and foundation subjects.
- Comparison of progress against language acquisition expectations.
- Identification of underachievement and planning for targeted intervention.
- Reports to governors on EAL performance where appropriate.

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## 8. Staff Training and Professional Development

The school ensures that:

- Teachers and support staff receive regular CPD on effective practices for supporting EAL learners.
- Training addresses the distinction between language needs, SEN, and other barriers to learning.
- New staff receive induction support including an overview of the EAL Policy and core strategies.



- External training opportunities and partnerships with local hubs (e.g. EAL regional networks) are encouraged.

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## 9. Home–School and Community Links

We value the role of families and communities in supporting EAL learners. We maintain strong links through:

- Translation and interpretation services to ensure effective communication.
- Regular meetings with parents to discuss progress and provision.
- Open celebration of pupils' languages and cultures via assemblies, displays and curriculum enrichment.
- Signposting families to community groups and language education opportunities.

We aim for all families to feel welcomed, informed, and empowered to support their child's learning.

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## 10. Inclusion and Equal Opportunity

This policy supports the school's collective duty to ensure inclusive education for all. We promote:

- Full participation of EAL pupils in all aspects of school life.
- Positive attitudes towards linguistic and cultural diversity.
- Integration of EAL pupils without assimilation or loss of identity.
- Fair assessment practices reflecting pupils' linguistic development.

Discriminatory behaviour or attitudes on grounds of language, nationality or ethnicity are not tolerated and will be dealt with in accordance with the Behaviour and Anti-Bullying Policies.

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## 11. Monitoring, Review, and Evaluation

The school will monitor the effectiveness of the EAL policy by:

- Reviewing assessment data each term to evaluate progress and inform practice.
- Conducting regular classroom observations with a focus on EAL support.
- Gathering feedback from EAL pupils and parents about their experiences.
- Ensuring EAL provision is included in the School Self-Evaluation (SEF) and School Improvement Plan (SIP).

The policy will be reviewed every two years or earlier in response to updates in national guidance.

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## 12. Links to Other Policies

This policy should be read alongside:

- Teaching and Learning Policy
- Assessment Policy
- Special Educational Needs (SEN) Policy



- Equality and Diversity Policy
- Curriculum Policy
- Admissions Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Staff Professional Development Policy

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*This framework is consistent with:*

**Department for Education (DfE)** – Guidance on identifying and assessing EAL learners

**Ofsted EIF (2019)** – Emphasis on pupil groups including EAL

**The Bell Foundation** – EAL Assessment Framework and research-informed strategies

**Equality Act 2010** – Inclusive practice and access to learning

**National Curriculum in England (2014)** – Requirements for meeting diverse learner needs

This policy will be reviewed in **September 2026**