



ST LAWRENCE CATHOLIC PRIMARY SCHOOL EAL POLICY

“Our school is a place where we all come together as one community to learn, have fun and make lasting friendships all under God’s love and care”

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1. Policy aims

Our school seeks to ensure that all pupils are enabled to have access to a broad and balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities. EAL learners make the best progress within a whole school context, where pupils are educated with their peers. Our school environment promotes language development through the rich use of language. The school structure, pastoral care and overall ethos help EAL pupils integrate into the school whilst valuing diversity. Bilingualism is viewed a positive and life enriching asset. Parents and prospective parents will be provided with the particulars of our EAL provision.

St Lawrence Catholic Primary School aims are:

- To identify individual pupils' needs, recognise their skills and ensure equality of access to the curriculum.
- To raise the achievement of EAL pupils.
- To promote a learning environment where pupils feel secure enough to use their newly acquired language skills
- To create a learning environment that promotes respect, co-operation and mutual support beneficial to all individuals and to not tolerate racist or biased attitudes and behaviour.
- To provide supportive contexts for learning by ensuring that learning builds on previous knowledge and by using a range of strategies for scaffolding language and learning.
- To provide appropriate culturally relevant teaching and resources for pupils for whom English is an additional language.
- To value pupils' home language and to recognise its role in developing the English language.
- Make ongoing assessments and keep a record of progress initially using, 'Hounslow Language Service – Assessing Proficiency in English for Pupils with EAL'.
- To support and encourage EAL pupils to become confident speakers, readers and writers of English.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in development matters – The Early Learning Goals.

3. Roles and responsibilities

3.1 EAL Co-ordinator

The role of the Co-ordinator is to discuss the induction of a newly arrived EAL pupil with appropriate class teachers and to provide practical guidance on strategies of how to raise achievement. Where necessary he/she will carry out an initial assessment of the child and continue to track all EAL pupils' progress throughout the school, in discussion with class teachers and parents. The Co-ordinator will discuss and advise staff on strategies for supporting pupils beyond the early stages of language acquisition. The Co-ordinator is also responsible for securing funding to provide support and resources for these pupils. Ensure that students' prior knowledge and skills are activated through the use of dictionaries, glossaries, visual cues etc. Use linguistic and cultural knowledge to support students' learning. The co-ordinator will look at the progress and attainment across the school from Nursery to Year 6.

3.2 Headteacher

- Evaluate the policy in the first half of the Summer Term each year and recommendations discussed by the Senior Leadership Team by the end of the term.

3.3 Teachers

All teachers and support staff will plan and deliver learning opportunities appropriate to the needs of children with EAL, providing help and support with oracy and literacy through:

- Valuing EAL pupils' culture and home language and recognising the importance of home language in supporting/helping these pupils acquire English;
- Using culturally appropriate texts that children identify with and read with understanding; using texts to help develop the structure of Standard English and providing opportunities for discussion.
- Providing appropriate teaching resources. Where possible using bilingual resources and teaching aids to develop an EAL child's understanding and confidence with language.
- Using visual and written materials in differing accessible forms;
- Working closely with colleagues to assess children's levels of English and provide appropriate targeted support for these pupils;
- When appropriate providing opportunities for EAL pupils to demonstrate prior knowledge of concepts/lesson content and their written ability in their first language, by being given opportunities to use their home language in school tasks;
- Ensuring planning that identifies the language demands of the National Curriculum and providing differentiated learning opportunities matched to EAL pupil's needs.
- Providing opportunities for speaking and listening for a range of purposes and audiences across the curriculum.

4. Organisation and planning

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. As a school, we are learning to recognise and understand the difference between communication skills and language proficiency for all children. For example, a child's ability to participate in the full curriculum may be in advance of their ability to communicate in English. Speaking in English is the skill EAL learners find the most challenging and teachers are all aware of this. Teachers always consider the needs of bilingual learners in their planning and teaching. Dual language books are a resource used for EAL children to support them to develop their understanding of English and maintaining their understanding of their home language.

In Early Years, teachers plan and support EAL learners in the following ways:

- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults, such as storytelling and role-play.
- Building on children's experience of language at home by communicating with parents effectively.
- Providing support to expand children's simple vocabulary in English.
- Providing a range of learning through play opportunities for EAL children to develop their communication skills.
- EAL interventions take place across Early Years to support EAL beginners in particular to catch up with their peers and gain access to the Curriculum more quickly.

In KS1 and KS2, teachers plan and support EAL learners in the following ways:

- Providing inclusive classroom environments which promote cultural differences.
- Endeavour to build 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.
- Children learn independently, as a whole class, in pairs, in groups and in collaborative activities to improve their communication skills.
- Recognising that pupils with English as an additional language will need more time to process and answer both orally and in written format.
- Ensuring that key vocabulary is repeated and understood by repeating vocabulary meanings.
- Explaining how speaking and writing in English are structures for different purposes across a range of subjects.
- Providing a range of reading materials that highlight the different ways in which English is used.
- 'Talk for writing' is implemented into English planning, giving children speaking and listening opportunities before writing.
- SPAG lessons are also taught in a mastery style, introducing grammar concepts by repeating vocabulary and layered learning.
- Mastery Maths is taught across the school and we have found the repetition of stem sentences and key vocabulary successful when supporting EAL learners. Visual resources are frequently used across the school to support EAL learners, for example, visual timetables and using pictures for resources.

5. Inclusion

Quality teaching and learning can only occur when equal opportunity issues are recognised and addressed. All children are entitled to access high quality education.

5.1 Special Education Needs

EAL pupils are not children with SEND and our school recognises that most EAL children needing support with their English do not have SEND needs but have skills and knowledge about language similar to monolingual English speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English. Some EAL pupils may have SEND and in such cases pupils will have equal access to our school SEND provision, in addition to EAL support. EAL pupils with a Special Educational Need or Disability will be identified as part of normal assessment procedures as outlined in our SEND Policy

6. Monitoring arrangements

It is the responsibility of the class teacher (with the support of the EAL Coordinator) to maintain up to date records of EAL pupils in their class whilst they are in their care. The EAL Coordinator collates the information regarding EAL pupils and ensures a baseline is produced for each child using the NASSEA steps. A register of EAL pupils is maintained centrally by the school and monitored by the EAL Coordinator. Class teachers update the records at the beginning and end of academic year.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Behaviour policy
- Marking and Feedback policy
- SEND Policy