



# **Park Road Academy Primary School**



## **English as an Additional Language (EAL) Policy**

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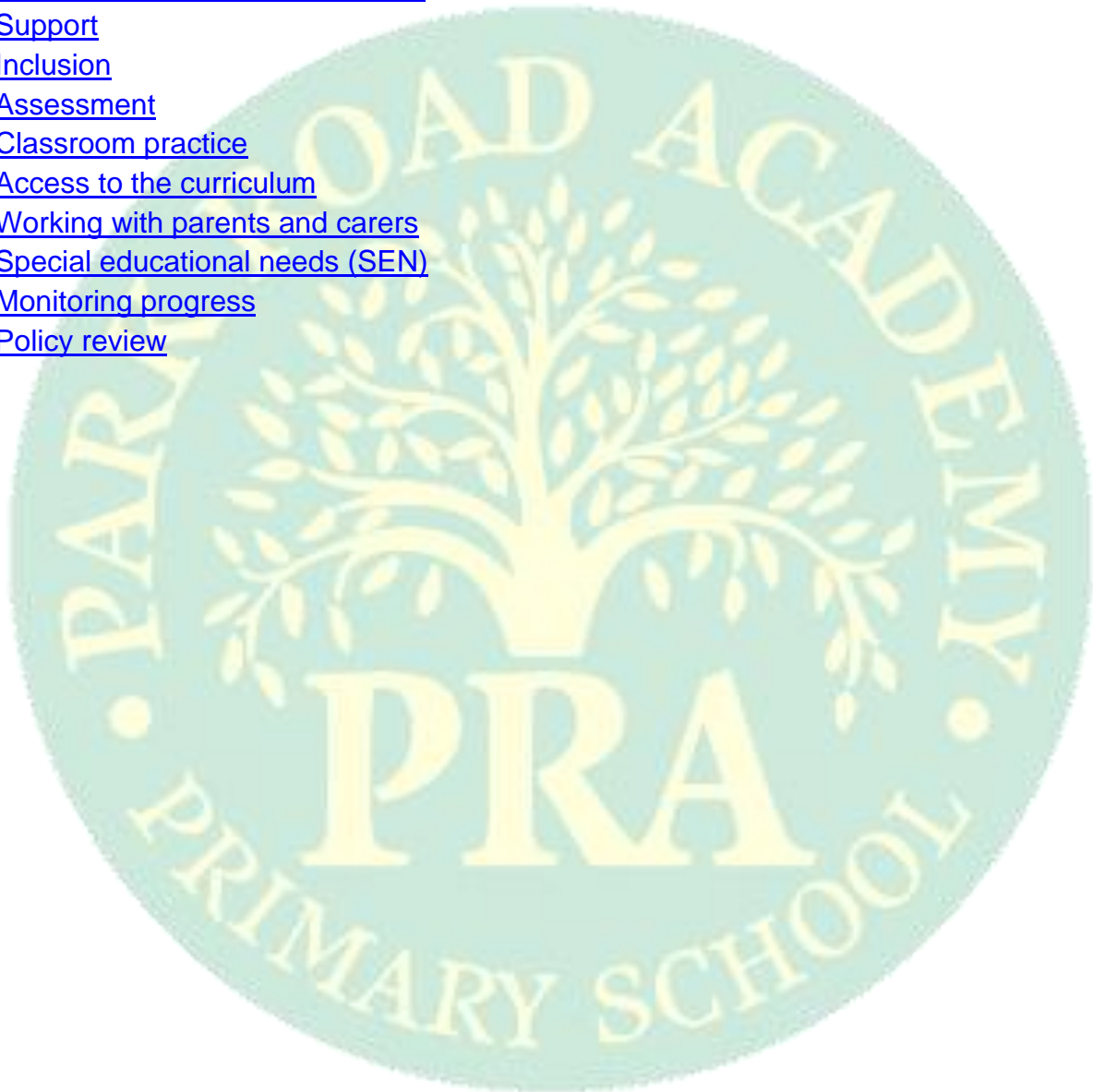
**2025-2026**



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## Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to pupils whose main language at home is a language other than English.

Pupils with EAL will face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all pupils with EAL at Park Road Academy are given the best chance possible to reach their full potential.

At Park Road Academy we aim to:

- Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the school.
- Ensure strategies are in place to support pupils with EAL.
- Enable pupils with EAL to become confident and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived pupils with EAL.
- Assess the skills and needs of pupils with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL.
- Use all available resources to raise the attainment of pupils with EAL.
- Systematically monitor pupils' progress, and adapt policies and procedures accordingly.
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English.



- Ensure pupils with EAL are acknowledged for their skills in their own languages.

School context:

- 44% of our children at Park Road Academy have EAL and come from a variety of backgrounds.
- There are more than 10 languages spoken in our school.
  - Many children are from well-established communities such as Chinese and Pakistani, whilst others are new to the language and culture of this country.
- Some EAL children are isolated learners and may be the only speaker of their language in their class or school.
- Some children may have attended school elsewhere and are literate in their home language on arrival whilst others may have had no previous formal education.
  - Some children may have experienced trauma and this will have an impact on their learning (including war torn homes and devastation).

Information is gathered about:

- Children's linguistic background and competence in other language/s
- Children's ethnicity and religious background
- Children's previous educational experience

## 1. Teacher responsible for pupils with EAL

1.1. Our school EAL Lead is Louise Harter. Their responsibilities include:

- Coordinating the efficient timetabling of pupils with EAL.
- Overseeing the assessment and targeting of children with EAL.
- Advising on strategies to support and include pupils with EAL.
- Ensuring the procurement and appropriate use of resources to support pupils with EAL.
- Advising on ways to differentiate activities for pupils with EAL.
- Using Flash Academy to provide pupils with opportunities to use their home language.
- Accelerating English Language development through the use of Flash Academy.
- Delivering a weekly lunch time session for pupils with EAL to celebrate their home language and develop English skills.
- Aiding staff in effective communication with parents and finding translators where appropriate.



- Exploring various possibilities to ensure important information is shared with parents.
- Acting as a consultant to staff on language-related issues.
- Acting as a consultant to staff on equal opportunity and race equality issues.
- Attending relevant EAL training and workshops.
- Securing and, where appropriate, delivering EAL training for staff.

## **2. Early Years EAL Champion**

2.1. Our Early Years EAL Champion responsibilities include:

- Conducting assessments of EYFS pupils with EAL.
- Providing EYFS English Language intervention activities.
- Providing EYFS pupils with opportunities to use their home language.
- Providing EYFS classroom support.
- Liaising with EYFS teaching staff.
- Advising on strategies to support and include EYFS pupils with EAL.
- Advising on ways to differentiate activities for EYFS pupils with EAL.
- Encouraging and supporting EYFS pupils to maintain and develop their first language.
- Developing relationships between the school and parents of EYFS pupils with EAL.

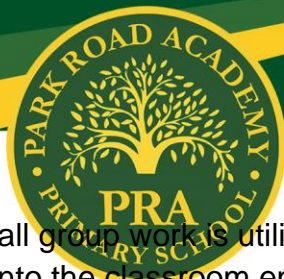
## **3. The role of school staff members**

3.1. All staff members have a responsibility to ensure the development of pupils with EAL. They will meet this responsibility by:

- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of pupils with EAL in their classrooms.
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.

## **4. Support**

4.1. Where a pupil with EAL is assessed as having little to no English, support will be provided in the form of induction classes. These classes focus on practical, everyday English. During the induction period, typically lasting six weeks but varying dependant on pupils' progress, pupils will still take part in PE, art and maths classes.



- 4.2. In-class support and small group work is utilised as soon as the pupil can be successfully integrated into the classroom environment. The pupil will still spend time with their intervention teacher on a daily basis.

## 5. Inclusion

5.1. The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of pupils is the responsibility of the entire school community.
- Key stages will work together to ensure optimal outcomes are achieved.
- Diversity will be valued and classrooms will be socially inclusive.
- Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning.
- Schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.
- Where large groups of pupils with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve pupils' understanding of English.

## 6. Assessment

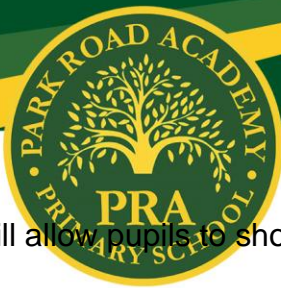
- 6.1. The school will undertake a timely initial assessment to gauge pupils' English abilities in an informal manner that does not make the pupil feel isolated or inferior.
- 6.2. Initial assessments are carried out by the teacher responsible for pupils with EAL, and completed assessments are held on the pupil's profile.
- 6.3. Park Road Academy uses the Flash Academy Primary Proficiency Assessment Framework to assess children with EAL in Years 1-6,
- 6.4. Park Road Academy uses The Bell Foundation Assessment Framework to assess children with EAL in the EYFS.
- 6.5. Assessments support the EAL Lead and teachers in assessing progress and planning to support the development of full social and academic fluency, in both oracy and literacy for children learning EAL.



- 6.6. Staff have termly Pupil Progress Meetings when pupil progress, needs and targets are discussed and reviewed. Individual pupil progress in the acquisition of English is regularly assessed and monitored by the class teachers and the EAL Lead termly.
- 6.7. The pupil and the parents of the pupil may request to view the assessment at any time.
- 6.8. Pupils who are identified as needing extra curriculum support take part in weekly one-to-one or small group intervention sessions with the EAL Lead (KS1/KS2) or EAL Champion (Early Years).

## 7. Classroom practice

- 7.1. Teachers have high expectations of all pupils, regardless of gender, ethnicity, social background or English ability.
- 7.2. Classroom activities will be matched to pupils' needs and abilities.
- 7.3. Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.
- 7.4. Where appropriate, the following practices will be utilised to improve pupils' literacy:
  - Utilisation of the pupil's first language expertise
  - The provision of writing frames
  - The use of props
- 7.5. Language skills will be developed through:
  - Collaborative activities involving spoken communication.
  - Feedback opportunities and conversations.
  - Good models provided by peers.
  - Pre teaching of key vocabulary
  - Colourful Semantics
- 7.6. Active participation will be encouraged by:
  - Grouping pupils in mixed ability groups to develop language skills.
  - 'Expert' readers and writers present in each group to provide assistance and model language.
- 7.7. Classroom displays will reflect cultural and linguistic diversity.



- 7.8. Assessment methods will allow pupils to show what they can do in all curriculum areas.
- 7.9. Bilingual dictionaries and PenPals are available to aid pupils with EAL.
- 7.10. Dual language textbooks are available and used where possible.
- 7.11. Visual supports are utilised where possible.
- 7.12. Prior to any private tuition/one-to-one support, the pupil is informed of the purpose of the session and the objectives.

## **8. Access to the curriculum**

- 8.1. The needs of pupils with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:
  - The language and learning demands of the curriculum are analysed and support is provided.
  - Visual support is utilised to provide greater understanding of key concepts.
  - There are opportunities for pupils to use their first language in the classroom.
  - The support requirements of pupils with EAL are identified and the support is made available.
  - Where appropriate, pre teaching of key curriculum vocabulary is provided.

## **9. Working with parents and carers**

- 9.1. Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of pupils with EAL. To aid this partnership, Park Road Academy will:
  - Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
  - Provide a school email address specifically for EAL queries
  - Provide interpreters for meetings when needed.
  - Ensure the language used in letters to parents is clear and straightforward.
  - Where appropriate, have teachers read through the letter with children before sending the letter home, to ensure the message is clear.
  - Where necessary, ensure translations of school documents are carried out and provided to parents of pupils with EAL.
  - Encourage parents to attend parents' evenings and participate in school functions.



- Invite parents to school to help with class activities, such as cooking, reading and class outings, where appropriate.
- Encourage parents to become involved with homework through shared reading schemes and language-based homework.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

## **10. Special educational needs (SEN)**

- 10.1. A child is not regarded to have SEN solely because their home language is different from the language in which they are taught at school.
- 10.2. A proportion of pupils with EAL may have one or more types of SEN and it is imperative that this is identified at an early stage.
- 10.3. Assessments of SEN of pupils with EAL will involve EAL specialists along with SEN specialists.
- 10.4. Where appropriate, the school will arrange an assessment in the child's first language.
- 10.5. SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy.
- 10.6. The school will ensure that the parents or carers of a pupil with SEN are not prevented from presenting their views throughout the process and are clearly informed at every stage.

## **11. Monitoring progress**

- 11.1. The monitoring of pupils' progress is shared between all teachers, across all key stages.
- 11.2. Individual pupil profiles are updated following assessments and reviewed on a termly basis to identify and address problems.
- 11.3. Pupils are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability.

## **12. Policy review**

- 12.1. This policy is reviewed every two years by the EAL Lead and Headteacher.
- 12.2. The scheduled review date for this policy is September 2027.