Hamp Nursery and Infants School

English as an Additional Language (EAL) Policy 2026-2027

English as an Additional Language Policy

Statement of Aims

This school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of minority ethnic pupils who are at risk from underachievement. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

Ours aims are that all EAL pupils:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages
- Join a welcoming school.
- See that their culture and language is valued.
- Access all other areas of the curriculum, fully making progress and reaching their potential.

Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All pupils have entitlement to the National Curriculum.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Teaching and Learning

Planning and Differentiation:

Plans will identify the demands of the National Curriculum and Early Years Foundation Stage Guidance and provide differentiated opportunities matched to individual EAL pupils' needs.

Key features of language, which are necessary for effective participation, are identified. These might be key words, certain patterns of grammar, and uses of language or forms of text.

Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that pupils are able to participate in lessons. Staff, regularly, review groupings and setting arrangements to ensure that EAL learners have access to strong English language peer models.

Strategies

Staff use support strategies to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, sign, STC etc.
- Bilingual resources, e.g. dictionaries, websites, bilingual staff/pupils, texts, key word lists.
- Opportunities for role play
- Pupils receive regular feedback from staff
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
- Where possible, learning progression moves from concrete to abstract.
- Liaise with Ethnic Minority Achievement and Traveller Education Service - EMA/TES and Advisors if further support is required.

Planning, Monitoring and Evaluation

Information is gathered about:

- the pupils' linguistic background and competence in other languages
- the pupils' previous educational and schooling experience
- the pupils' family and biographical background

The pupils' proficiency in English is assessed with reference to 'The EAL Skills Framework –A Progress Guide for Teachers and Students' and with reference to the National Curriculum/ Early Years Foundation Stage Profile
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Pupils are assessed at termly intervals. Staff regularly observe, assess and record information about pupils' developing use of language.

Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils. These targets are reviewed on a regular basis.

Special Educational Needs and Gifted and Talented Pupils

The school recognises that most EAL pupils needing additional support do not necessarily have SEND needs. However, should SEND needs be identified during assessment; EAL pupils will have equal access to school SEND provision.

Similarly, the school recognises that there may be EAL pupils who are gifted and talented even though they may not be fully fluent in English.

Assessment and Record Keeping

Staff have regular liaison to discuss pupil progress, needs and targets. EAL children are assessed on the 'The EAL Skills Framework'; EYFS and KS1 Assessments at termly intervals alongside their peers.

The school analyses EAL/Minority Ethnic pupil achievement and regularly evaluates the effectiveness of additional support provided in terms of pupil progress.

The school also uses its own assessment pack to assess children's needs and next steps for language acquisition and development. This is started when a children with English as an additional language joins our school.

Ethnic Minority Achievement Service – EMAS

All new EAL pupils are referred, with parental consent to the EMAS service. This is necessary to allow for any future support from the service. EMAS can provide support with assessment on request.

EAL pupils with refugee status may also qualify for additional support.

Resources

Displays and resources reflect linguistic and cultural diversity

A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, key word lists, bilingual dictionaries, computer software and appropriate differentiated activities.

Assessment materials use images and texts which are appropriate for all pupils where possible.

Parents/Carers and the Wider Community

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers.

We take account of parents'/carers' linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.

We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters.

We aim to work closely with members of the wider community to support our EAL pupils.

Staff Development

The School Development Plan will incorporate action plans and reviews relating to raising the achievement of minority ethnic/EAL pupils including, where possible, training opportunities to provide staff with professional development.

Review and Evaluation of Policy

School data will include relevant information on minority ethnic/EAL pupils. This will include needs, level of English, support, achievement and progress. This will enable the school to monitor targets.

The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.

Internet Safety

Internet safety forms part of this and all other policies and internet safety rules/practices and procedures are followed by all staff and pupils at all times.

Written by: Mrs Lucy Burrows – Autumn Term 2026

Approved by Headteacher: _____ Date: _____

Approved by Chair of Governors: _____ Date: _____

Review Date: Autumn 2027 or earlier if required by statutory or regulatory changes.