

Parkway Primary School

EAL Policy



September 2025

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Introductory Statement

At Parkway Primary School we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the attainment of pupils with EAL (English as Additional Language), enabling them to do the best they can within a positive, supportive, secure and safe learning environment.

Rationale

The pupils in our school come from diverse backgrounds with a wide range of language skills. We recognise and value the cultural, linguistic and educational experience that pupils with EAL bring to the school and are committed to providing a language rich environment and high quality education for all.

- Parkway Primary currently has a large number of children from different ethnic minorities with a home language other than English.
- At least 25 different languages are spoken with the most predominant being Yoruba, Lithuanian and Polish.
- A proportion of our pupils have arrived from other countries with limited understanding of English.

We aim to meet the diversity of pupils' learning through:

- providing a broad and balanced curriculum which is relevant to their strengths and needs
- high quality teaching that is differentiated and results in accelerated progress
- an appropriate level of challenge
- promoting a positive attitude and resilience

To meet our aims, we will:

- identify the home language of the pupils we support
- provide additional support where appropriate
- ensure that all EAL pupils are offered full access to a broad and balanced curriculum that sets high expectations for every pupil, whatever their prior attainment
- work collaboratively with staff, pupils and parents/carers to facilitate progress
- ensure that the needs of EAL pupils are identified, assessed and provided for and regularly reviewed
- engage with other professional services where appropriate
- take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education
- ensure that the responsibilities held by all staff for EAL pupils are met
- gauge our curriculum adaptation around the individualised learning needs of the pupils
- provide specialist /dual language resources to support our EAL pupils

Provision and Intervention for new arrivals at Parkway Primary

Many new arrivals have English as an additional language. This means they come with either no or very little understanding of English. They may be literate in their home language but will require support to acquire fluency in English and to access the school curriculum.

At Parkway Primary we assess New Arrivals using the Flash Academy Assessment Tool. EAL lead will use the assessment framework to summarize at what stage the pupil is at with English language acquisition using the new Codes for 'Proficiency in English'-(i.e.-Grade A- New to English, Grade B- Early acquisition, Grade C- Developing Competence, Grade D- Competent, Grade E-Fluent)

These codes/descriptors will be used as a baseline and will be monitored every half term until pupils are at age appropriate NC levels. The EAL lead will liaise with the Assistant Head of Inclusion who will plan will organise the interventions to support EAL pupils in class, meeting with class teachers and support staff to report on findings.

EAL pupils are appreciated and supported in different ways:

- EAL resources for e.g. textbooks, translational apps, dual-language books and sight words in other languages, games and visual support materials.
- In-class support
- EAL Intervention sessions
- Whole school assemblies, multicultural events
- Displays specifically celebrating the rich and diverse languages of the school.
- EAL hub school subscription which gives access to EAL and literacy boosting resources, assessment and support for teachers working with learners of English as Additional language and children with SEN
- Access to online dual language Widget software to support teachers in creating dual language resources, e.g. flashcards, word mats or writing frames to support EAL learners in their class
- EAL dual language topic packs and intervention packs shared by EAL lead on Gdrive/Curriculum and learning/EAL
- EAL Induction programme

New arrival procedures

- The admin team carries all the admission procedures for new arrivals. All the information regarding first/home language gathered at the admission stage will be shared with the class teachers.
- Class teacher will select a child to be a Buddy for the new pupil. (EAL lead will support the teacher to find a child who shares the same home language as the new arrival but this is not essential)
- Class teacher with the support of the EAL lead will undertake the EAL initial diagnostic assessment and the child will be given an 'EAL language proficiency level' using Bell Foundation assessment scheme
- Information will be uploaded on SIMS so class teachers/support staff have access to it.

When a child is not making expected progress the class teacher will refer the child to the AHT Inclusion for advice/support/intervention. Progress and further action will be tracked and monitored every half term.

EAL advice/support/ intervention

Often, full immersion into lessons will be the most successful way of encouraging a pupil to pick up English. When this is the case, pupils are closely monitored by class teachers to ensure progress is being made. Teachers will liaise with the EAL lead teacher and the AHT inclusion if a child deemed to be at NC does not appear to be making progress once they have settled. Assessment, additional support and a programme of intervention will follow, planned and delivered by the assigned adults.

Roles and responsibilities

All staff are responsible for developing the English language skills of EAL learners by:

- ensuring that there are many opportunities for dialogue and that this is used to support writing.
- building on children's experiences of their first language.
- modelling correct English by extending sentences and encouraging children to do the same.
- encouraging children to speak clearly and audibly.
- striving to develop children's confidence in speaking English and to encourage respect, patience and tolerance from children whose skills are more developed.
- liaising with the AHT inclusion and with the EAL/Languages lead should they need advice on how to support EAL children in their class.

The AHT inclusion and the EAL lead will oversee that all pupils are given appropriate support and will monitor progress using The Bell Foundation assessment framework for EAL.

- organising intervention and support, overseeing assessment and targeting EAL children.
- tracking progress
- encouraging the use of appropriate resources in all areas of the school by all staff
- supporting staff in communicating with parents e.g. providing translations and accessing interpreting services.

AHT inclusion is responsible for delivering EAL support and will:

- Liaise with the EAL lead to prioritise children that need support
- Oversee the progress of EAL pupils
- Meet regularly with EAL teacher to discuss the progress of children and requirements

The Curriculum

EAL pupils are given equal opportunities to access the EYFS and National Curriculum. English as Additional language is not seen as a barrier to learning or progress. Pupils with SEN and EAL in both mainstream, Oak trees and Elm Trees classed will be provided with differentiated, personalised resources, therapies (including speech and language and occupational) and additional adult support to enable them to access the EYFS and National Curriculum.

Supporting parents/carers and pupils

We provide support in the following ways:

- the Head Teacher and SLT operate an open door policy for parents/carers seeking support and advice
- signpost additional support/information available for families
- additional time and special arrangements for end of key stage tests

Monitoring and evaluation of EAL

The AHT inclusion and EAL lead monitor and evaluate regularly the quality of provision for all EAL pupils. The impact of EAL intervention on the progress and outcomes for pupils on the SEN Profile is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- monitoring progress against national data and based on their age and starting points
- monitoring the impact of interventions through entry and exit data
- looking at pupils' work and holding pupil interviews

- discussions with parents of EAL pupils

Review & Implementation Dates

This policy will be reviewed as part of the school Policy Review cycle and will be discussed with school representatives prior to implementation.

Revision of the above Policy was completed by: Dami Alabi

September 2025

Next Review Date: June 2026