



ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

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Contents

Contents.....	2
Introduction	3
Policy.....	3
Principles	3
Roles and Responsibilities	4

Introduction

Spark Education Trust schools have a proportion of students for whom English is not their first language and are referred to as English as an Additional Language [EAL]. Many students enter school with adequate English skills to cope with the demands of the curriculum whilst some may need additional support.

From time-to-time schools receive students who have recently arrived in the UK and whose needs along with those of their parents, will require a carefully structured programme to assist with their integration into the school curriculum and environment along with effective and constructive home-school liaison. In addition, there may be family members – a parent or carer – whose English is at a level where communication between home and school is impaired.

Policy

The Trust Schools' Learners with EAL come from a wide variety of backgrounds. The student could be one who is:

- Born in Britain but who has not started learning English until he/she started school.
- Brought up as bilingual (or multilingual) and is fluent in 'mother tongue' and English. Some may be biliterate.
- A New arrival (NA) to this country, who may have learnt some English as a foreign language prior to admission.
- A NA with little knowledge of English but is literate in mother tongue.
- A NA with no previous experience of English and no or very little basic knowledge of literacy skills in mother tongue.

Principles

Spark Education Trust recognises that:

- The EAL learner has distinctive needs, which involve language learning alongside content learning.
- Provision for the learner with EAL is integrated into all subject areas.
- All students are entitled to education and access to a broad and balanced curriculum.
- Pupils learn best when they feel secure and valued, whatever their home language, culture or religion.
- Newly arrived students, particularly those who arrive outside normal admission times, may need additional support both educationally, emotionally and socially.
- Parents may need help to access information about the school curriculum and processes of learning.

- Successful provision for EAL takes place in a school context which effectively addresses race equality issues. Spark Education Trust promotes race equality in line with the Race Relations Amendment Act (2000) and Equality Act (2010).

This policy focuses on meeting the needs of all students with EAL. It considers provision for New Arrivals (NAs): those who are at beginner stages of English Language Acquisition and considers the provision and needs of Advanced Bilingual Learners.

An Advanced Bilingual Learner has gone beyond the initial stages of acquiring English. An Advanced learner may appear to be appropriately fluent for their age in everyday social situations, but the demands of cognitive and academic language have not yet been mastered.

Roles and Responsibilities

Teachers, teaching assistants, governors and support staff all have a responsibility to welcome and support all EAL learners, including new arrivals. All staff have a duty to identify and remove barriers.

Role	Responsibilities
Designated EAL Coordinator	<ul style="list-style-type: none"> Co-ordinating, monitoring and maintaining an overview of EAL students, including newly arrived students. Monitoring EAL student progress. Ensuring that induction procedures are robust and effective. Liaising with outside agencies. Developing, implementing and reviewing a whole school action plan to support the development of EAL provision in school. Identifying priorities in relation to EAL within the school. Developing, implementing and reviewing a whole school action plan to support the development of EAL provision in school. Liaising with staff team to support implementation of action plan. Disseminating best practice.
Class Teacher/Tutor/Year Manager	Monitoring pastoral and academic needs and ensuring that the curriculum is delivered to meet EAL students, including those newly arrived students' level of English, school experience and academic level
Teaching Assistants	Giving specific and time-limited targeted support to address identified personalised learning needs.
Lunchtime Supervisors	Ensuring newly arrived students' needs are met during the lunch break and are aware of the needs of students with EAL.
Local Authority	Supporting schools in building effective EAL provision, including New Arrivals Induction via whole school or targeted professional development. They can also signpost schools to translation services where required.

New Arrivals

As a Trust we aim to meet the needs of students who have arrived in school as a result of international migration. However, this policy may be more widely applicable to a number of groups who arrived in school outside standard admission times.

New arrivals may be described as:

- International migrants - including refugees, asylum seekers and economic migrants from overseas.
- Internal migrants – including students joining the school as a result of moving home within the UK. This would include Gypsy Roma and Traveller students.
- Institutional movers – students who change schools without moving home, including exclusions and voluntary transfers.
- Individual movers – students who move without their family, for example, looked after children and unaccompanied asylum-seeking children.

Spark Education Trust aims:

- To provide newly arrived students with a safe welcoming environment where they are accepted, valued and encouraged to participate.
- To gather accurate information about students' background and educational experiences.
- To ensure that the knowledge, experience and skills that newly arrived students bring are acknowledged and seen as an asset to build upon.
- To ensure that parents/ carers understand the new educational system of which their student is now part.
- To develop strategies to encourage new students to be included as part of the school.
- To ensure that students can see their languages, culture and identity reflected in the classrooms and the wider school and through an inclusive curriculum.
- To raise the attainment and accelerate progress of newly arrived students predominantly via effective quality first provision.

Admission

Schools will:

- Arrange a meeting with parents/carers to gather a range of information (e.g. languages used in the home, previous schooling, exposure to English).
- Invite an interpreter to attend if parents/carers do not speak English, who could be a contact from the community.

- Ask parents/carers to bring in any reports, school text and exercise books from the student's previous school.
- Give introductory information to parents/carers about the school including:
 - Information about the English school system
 - A plan of the school
 - An outline of the school day
 - The homework system and how to support their student at home
 - A calendar of term dates
 - Who to contact to gain information about the student's work and progress and if they have any concerns
 - Uniform or dress requirements with a labelled diagram and suppliers
 - Lunch arrangements and a sample lunch menu including information of benefits such as free school meals information about the local public library
 - After School activities.

(All of the above should be as visual as possible and translated if necessary/possible)

Trust schools will ensure that:

- the curriculum is adapted to meet student's needs.
- background details are shared with school staff.
- a buddy or buddies are identified
- students are not automatically placed in the bottom set where they may not be cognitively challenged and may not access good models of English.
- the class/tutor group into which the EAL student is to be placed understand their country of origin, and that whilst the student needs support with English they have a complete language of their own which they could learn.
- a personalised curriculum will be developed based upon student's aspirations and needs.

Assessment and Learning

Schools will use the Proficiency in English Scale (September 2016) + NASSEA EAL assessment framework. Year 6 New Arrivals will receive an enhanced transition, thus ensuring setting in KS3 reflects cognitive potential/ability. Late KS3/ KS4 New Arrivals will receive an enhanced induction/ assessment to support decision making in relation to provision. This information will be shared to support monitoring and evaluation of progress and attainment via the school's Pupil Progress Meeting.

Schools recognise that the provision of an inclusive and supportive environment is more effective than formal language teaching for the rapid progress of students new to English. It recognises that it is common for students to be silent for up to one year, and that this is an important learning process, in which previous experiences will be related to new contexts. Pupils will be encouraged to use their home language where possible and students literate in their first language will be

encouraged to use it where appropriate. Information provided by parents/carers in relation to prior attainment will be incorporated into the initial assessment and shared with the student's teachers.

In particular schools will ensure that

- 'setting' reflects the student's potential cognitive ability and not their stage in language acquisition.
- Personalised curriculum approaches to support language acquisition are incorporated into school's provision, where they will benefit EAL New Arrivals.
- Teaching staff are alert to first language influence and the possible need to explicitly teach language features which may not exist in first language.
- that any disapplication criteria is annually updated to allow for fair assessment.

Family and Community Links

The Trust's commitment to inclusion and to Community Cohesion means it recognises its responsibility to include new arrivals' families in all aspects of school life. Parents/carers will be made to feel welcome and have a positive role to play, whether as governors or supporting learning at home or in school.

Links with English for Speakers of Other Languages classes for adults' community organisations, supplementary schools and religious groups will be established. Consideration will be given to the parents/carers' level of English in all communications. The school will ensure that parents/carers are kept fully informed of the student's progress, attainment and next steps in learning. The Trust will continue to seek links with community partnership organisations. The Trust will continue to support first language maintenance.

Monitoring and Evaluation

The newly arrived student's attainment and progress will be closely monitored by the Year Manager, EAL Coordinator, SENCo, Key Stage Leaders and Class teacher/Tutor. Monitoring will also include consideration for developing, where appropriate, wider outcomes including students:

- Well-being.
- Attendance.
- Behaviour.
- Anti-Bullying.
- Positive relationships.
- Increased participation.
- Review meetings with parents/carers and involved staff will be arranged.

The newly arrived student's views will be sought, alongside those of the parent/carers, where appropriate, to inform school evaluation of support and impact.

Advanced EAL Learners

Advanced bilingual learners are those students beyond the initial stages of acquiring English as an additional language. These students, (who may or may not have been born in Britain), may have achieved age-appropriate social fluency and this may mask their underlying need for the development of academic and cognitive language to ensure academic success. There is growing evidence nationally that advanced bilingual learners do not achieve their potential in literacy-based subjects. Schools will monitor closely the attainment and progress of all EAL students to ensure that language acquisition is supported from initial stages to later stages.

Assessment and Learning

Schools will ensure that

- Their staff are aware of the needs of advanced bilingual learners and their role in supporting language development.
- Staff incorporate a range of strategies and approaches, which support English language learners at each stage of language acquisition.
- A variety of attainment data and other assessment materials are used for diagnosis of need, targeting support and monitoring progress of individuals and groups.
- EAL students in school will gain an insight into their own needs via high quality marking and feedback.
- Where underachievement is identified, EAL student's writing is carefully analysed, to provide formative information which may inform personalised interventions and language objectives across all subject areas.
- Review meetings with parents/carers and involved staff and will be arranged. Consideration will be given to use of interpreters where necessary.