



South Gosforth First School

'Roots to grow and wings to fly'

English as an Additional Language (EAL) Policy

	Staff: To read and offer feedback To implement policy	Governors Approve	Accessibility Website Saved to teachers drive
Date	March 2025	March 2025	March 2025
Review Date	March 2026		

Members of staff responsible:

- **Mr Adams (Head Teacher)**
- **Miss Blackburn (Deputy Head Teacher & KS1 Lead)**
- **Mrs Burnett (EYFS Lead)**
- **Mrs Logan (KS2 Lead)**
- **Miss Rutherford (SENDCO)**

Rationale:

At South Gosforth First School, every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

The purpose of this policy is to outline South Gosforth First School's approach to the identification and teaching of pupils who are classified as having EAL

South Gosforth First School is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Definition:

We define EAL pupils as a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.

EAL pupils may be:

- Newly arrived from a foreign country and school
- Newly arrived from a foreign country, but an English speaking school
- Born abroad, but moved to the UK at some point before starting school
- Born in the UK, but in a family where the main language is not English
- Seeking Asylum or have refugee status

School Context:

At South Gosforth, the number of pupils whose first language is not English is below the national average. This is 10.4% compared to 22.8% nationally. The number of EAL speakers in school fluctuates from year to year.

Intent

At South Gosforth First School, we aim to:

- meet the needs of all children acquiring English as an additional language in order that they achieve their true potential;
- ensure children with EAL have full access to the curriculum and other school opportunities;
- promote equality of opportunity with reference to raising the standards of attainment and accelerating the progress of children acquiring English as an additional language;
- develop the confidence, skills and expertise of the school community in meeting the needs of those children with EAL;
- support families of children with EAL to support their children's learning at home;
- create an inclusive school learning environment where children with EAL feel valued, welcome and safe.

Implementation

Identification and Assessment:

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil. We will assess children's use of language through:

- Information from the application form;
- Information from parents/guardians;
- Information from initial assessments and observations
- Information from the previous school.

The Department for Education (DfE) **Proficiency Scale** categorises the English proficiency of learners into five stages:

English proficiency

A: New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B: Early acquisition: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C: Developing competence: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D: Competent: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

E: Fluent: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

N: Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency.

Teaching and Learning:

At SGFS, we believe that children with EAL learn to speak, read and write in English through immersion in a broad, rich curriculum. The school environment promotes language development through the rich use of language, literature and technology. School resources, including books in the library and equipment in the Early Years (EYFS), reflect cultural diversity and are available in a variety of home languages upon request. Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that children are able to participate in all lessons. Staff review groupings to ensure that children learning EAL have access to strong English language peer models.

Strategies:

Staff use the following support strategies to ensure curriculum access for all pupils:

- Collaborative group work that encourage active participation
- Enhanced opportunities for speaking and listening.
- Effective role models for speaking, reading and writing.
- Additional verbal support – repetition.
- Additional visual support e.g. dictionaries, on-line support, posters, demonstration, use of gesture.
- Additional verbal support (for example, repetition, modelling, peer support)
- Writing frames, gap fill exercises, word cards and word lists
- Opportunities for role-play.
- Discussion is provided before and during reading and writing activities
- Where possible, learning progression moves from concrete to abstract.
- Additional opportunities for reading and comprehension tasks with an adult
- Scaffolding for language and learning
- A variety of ways for pupils to record their work, including recording in their first/home languages if this is something which the family feel that they would like for their children

Staff are aware of resources that they can use to support their teaching such as:

The NALDIC website <https://naldic.org.uk/>

The Bell Foundation website <https://www.bell-foundation.org.uk>

Using Home Language:

Children throughout school, including Early Years, are given opportunities to develop and use their home language in play and learning.

Home cultures and languages are respected and celebrated in a range of ways, including:

- Different cultural festivals are celebrated.
- Food from different cultures is tried.
- Multi-cultural resources are available.
- In the EYFS, children are encouraged to use a variety of resources and clothes from different cultures for role-play.
- When possible the expertise of staff or parents in a particular language may be used.

Monitoring and Evaluating the Success of Provision:

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with EAL:

- Regular observation of teaching by the leadership team or SENDCo
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils
- Assessment records that illustrate progress over time – e.g. reading ages
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Monitoring through discussion of pupils during termly pupil progress meetings between class teachers and the headteacher.

Communication:

As with all pupils, teachers will meet with parents at least twice each academic year to inform them of progress made and discuss strategies in place and how parents/carers can support their children. Where confidential information is being discussed, a professional interpreter will be used. This will also apply to multi-agency meetings. Electronic communication is also used regularly between home and school using Seesaw and Tapestry (EYFS).

This **EAL policy** should be read in consultation with the **Equality Policy, Special Educational Needs and Disabilities (SEND) Policy, Accessibility Plan, Anti-Bullying Policy and Behaviour Policy**

Monitoring arrangements

This policy will be reviewed annually by the governing body of South Gosforth First School.

Date Agreed: March 2025

Date for Review: March 2026