



DUNSTALL HILL PRIMARY SCHOOL

EAL POLICY

Document Control Table

Title	Dunstall Hill Primary School EAL Policy
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Document History

Date	Author	Note of Revisions
August 2021	LF	All relevant dates amended 2021-22
		Pg 2 changed 369/483 (84.2%) to 386/477 (80.9%), 41 to 44
September 2022	LM	All relevant dates amended 2022-23
	LM	Pg 2 changed (July 2021) to (July 2022). Changed 386/477 (80.9%) to 388/476 (82%)
	LM	Updated FSW from Mrs Jagirdar to Miss Cummings
September 2023	RC	School context section – EAL numbers and percentage updated – changed 388/476 (82%) to 390/481 (82%)
September 2024	AK	Relevant dates amended 2023 to 2024
September 2024	SK	Amended EAL champion from Mrs Chander to Mrs Keating
September 2025	RL	Relevant dates amended School context details updated Additional strategies added according to staff CPD Key link professionals and charity named

		Parental involvement updated due to the addition of translation tools in school to parent correspondence.
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Dunstall Hill Primary School EAL policy

This policy provides an overview of our aims and strategies to ensure that children/pupils who have English as an Additional Language fulfil their potential within our school.

All pupils need to feel, safe, settled, accepted and valued in order to learn and develop here at Dunstall Hill Primary School. For pupils learning English as an additional language, this includes recognising and valuing their home language and background, making sure that all pupils feel welcome and ensuring that pupils and their families from minority ethnic backgrounds have the same access to information and support as all other pupils and parents/carers. As a school, we are aware that bilingualism is a strength and that multilingual children, families and communities are assets to society. We take a whole school approach, including ethos and curriculum alongside education against racism and promoting language awareness.

School context (September 2025):

Within our school, there are 343/446 (79%) pupils learning English as an additional language.

- Number of Languages spoken in school: 45
- Main languages spoken: Urdu, Kurdish, Panjabi, Romanian and English

On entry, the following information is gathered:

- Pupil's linguistic background and competence in other language(s)
- Pupil's previous educational experience
- Pupil's family and biographical background

Mrs Keating and Miss Cummings are the named members of staff/ EAL communication champions with responsibility for EAL children and their families.

Key Principles

- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible, also to support their learning.
- Although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for a number of years. Pupils do not stop being EAL.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.

- EAL pupils are entitled to the Early Years Foundation Stage Statutory Framework and the full National Curriculum programmes of study and all their teachers have a responsibility to teach English as well as other subject content.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

Assessment

- All EAL pupils are entitled to assessments as required and are assessed at the same time as other children are.
- All new arrivals will be given an initial language assessment (ILA).
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition as some children need longer settling in time and remain in the 'silent period' longer than other pupils.

Planning, Monitoring and Evaluation

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives. Teachers make sure that they support EAL children by making sure their lessons are inclusive.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, our staff take account of the linguistic, cultural and religious backgrounds of families.
- Regular training is provided to staff to ensure that they are up to date with the knowledge and skills needed to plan, teach and assess children who have English as an additional language.
- The EAL and English leads work closely with professionals in the local authority to ensure that practice is up to date and that we both share and benefit from the successes of other schools, teachers and leaders.
- Research from charities such as 'The Bell Foundation' inform practice and support leaders in developing adaptive teaching strategies.

Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, symbols, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames, substitution grids and colourful semantics.
- EAL buddies are used to support pupil progress and transition into school.

- When appropriate, the withdrawal of EAL learners from a mainstream class will be for a specific purpose, time limited and linked to the work of the mainstream class; the subject/class teacher should be involved in all of the planning.

Special Educational Needs and Gifted and Talented Pupils

- Most EAL pupils needing additional support do not have SEN.
- Should SEN be identified, EAL pupils have equal access to school's SEN provision.
- If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.
- Strong communication between class teachers, the EAL lead and the SENCO is used to ensure that EAL pupils with additional needs are identified.

Parental/Community Involvement

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Using plain English and visuals; translators and interpreters, apps and software, where appropriate and available, to ensure good spoken and written communication.
- Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- Celebrating and acknowledging the achievements of EAL pupils in the wider community and continue to meet the criteria of the School of Sanctuary expectations.
- Recognising and encouraging the use of first language.
- Using translation and providing access to translation (through online communication systems) to improve accessibility to school information for all parents.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.

At Dunstall Hill Primary School we will:

- Take account of the cultural, linguistic and academic needs of newly arrived pupils and recognise the positive contribution newly arrived pupils can make to our school.
- Welcome new arrivals with a whole school approach, ensuring that we have a carefully considered process for welcoming all new arrivals.
- Positively reflect the new arrivals' language and culture throughout the school environment.
- Build partnerships with parents as an essential element of working with newly arrived children.