

Wrockwardine Wood CE Junior School



English as Additional Language Policy

Updated: September 2025
Review Date: September 2026
Signed A Williams

Vision Statement



“Love, Laugh

Learn”

We will ignite the ability in all to ***‘Love, Laugh and Learn’***, recognising the extraordinary and wondrous in everything and in everyone. Our rich, varied and creative curriculum, together with our Christian values, will empower all to flourish following Jesus’s promise ***‘I have come to give life and life in all its fullness.’*** (John 10:10)

Our School Christian Values



Aims

Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.

The aim of this policy is therefore to help ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act (1976).

Definition

In defining EAL we have adopted the following definition:

‘An EAL pupil is 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.

Recognition

Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities.

- EAL learners make the best progress within a whole school context, where pupils are educated with their peers.
- The school environment promotes language development through the rich use of language.
- The school structure, pastoral care and overall ethos help EAL pupils integrate into the school whilst valuing diversity.
- Bilingualism is viewed as a positive and life enriching asset.

Identification and Assessment

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil.

In assessing the nature and extent of the pupil's grasp of English the following methods may be used:

- Information from the admission form;
- Information from interviews with parents/guardians;
- Information from initial assessment papers; and/
- Information from the previous school.

Whenever possible, assessment is undertaken as a partnership between the class teacher, EAL Coordinator, parents/guardians and pupil.

In assessment of EAL pupils, competence in English is categorised on the NASSEA EAL Assessment grid.

Provision

EAL pupils will be provided with opportunities to make good progress.

Classroom teachers have responsibility for ensuring that pupils can participate in lessons and will have awareness of good practice in providing for EAL pupils within the classroom setting.

Our school aims to address the needs of EAL pupils within the classroom. However, there will be times when it will be appropriate for children to be withdrawn from lessons to receive focused support. Children will take part in RWI phonic sessions where appropriate and the Racing to English scheme.

Monitoring and Recording

- It is the responsibility of the class teacher (with the support of the EAL Coordinator) to maintain up to date records of EAL pupils in their class whilst they are in their care.
- The NASSEA EAL assessment tracker is maintained for all EAL pupils assessed who are not yet fluent in English. This is reviewed on a termly basis with the EAL coordinator and shared with class teachers on how to best meet the children's needs.

EAL Coordinator

- The EAL Coordinator collates information and arranges a baseline for EAL pupils.
- A register of EAL pupils (identifying stages) is maintained centrally by the school and monitored by the EAL Coordinator.

Special Educational Needs and Differentiation

- EAL pupils are not children with SEN and our school recognises that most EAL pupils needing support with their English do not have SEN needs, but have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

- Some EAL pupils may have a special educational need and in such cases, pupils will have equal access to school SEN provision, in addition to EAL support.
- EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy