FSN EAL Policy 2026-2027

Introduction

At the time of writing, 44% of our pupil population have English as an Additional Language (EAL) under the DfE's definition. Generally speaking, this is roughly typical for our school. There are fluctuations throughout the year as new children join and others leave. At the time of writing, there are 31 different languages spoken. The majority of EAL pupils are assessed as 'Competent' or 'Fluent' in their initial English Proficiency checks.

· Pupils' linguistic background

· Pupils' previous educational experience

· Pupils' family and biographical, cultural and religious background

· Parent's linguistic background

Definition of EAL

The government definition of an EAL learner includes anyone who has been exposed to a language other than English during early childhood and continues to be exposed to this language in the home or in the community. This is the definition we work from.

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; or
- Born in the UK, but in a family where the main language is not English; or
- Born in the UK in a family in which the main language is English but where they are regularly exposed to a language other than English.

Purpose of policy

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language. This policy applies to all pupils, including those in the early years. It will be monitored and reviewed by the EAL coordinator and Principal annually.

Objectives of policy

The policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL), therefore raising pupil achievement by supporting them to develop their language skills and reach their potentials.

Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. We believe that 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 are 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 forms

• Information from conversations with parents/guardians/pupils

• Information from the previous school or setting

• Initial assessment of English Proficiency.

Ongoing assessment is achieved by the following:

• The academic progress of EAL students as a cohort and individually is jointly monitored by class teachers and the Principal via the school's assessment and tracking system on Insight which assesses all children 3 times a year.

• Two further English proficiency checks over the year to track development over time.

• SEN EAL children are also assessed against targets set on their Learning Plans.

• The online learning journal system, Tapestry, is used in EYFS to record and track children's development.

• Children may be assessed using lower year group Teacher Assessment Frameworks (TAFs) if deemed appropriate.

Provision

EAL pupils will be provided with opportunities to make good progress. We will endeavour to make links between home and school, support language development at home and help children in reaching a good standard in English through explicit and implicit teaching at school. Our school aims to address the needs of EAL pupils within the classroom. However, there may be times when it will be appropriate for children to be withdrawn from lessons to receive focused support via intervention sessions. Following assessment, it may be helpful for children to attend intervention 1:1 or small group sessions where specific targets can be worked on. Where appropriate and possible, we will assess understanding in the home language to inform an assessment judgement in the early stages of English language learning. This can be achieved by inviting parents in as translators to assist the class teacher in their questioning. Parents are encouraged to use the home language, and bilingualism is openly celebrated and visible through displays and signage. 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. Guidance and advice is periodically shared with class teachers by the EAL coordinator by email. Where the EAL coordinator requires additional expertise to advise or assist, input is sought from the EAL advisors at Norfolk County Council. Teachers may deem it helpful to use an EAL Support Plan proforma in cases where EAL children require support significantly above their peers.

Monitoring and recording

The Main Office, Principal and EAL Coordinator work together to collate detailed admission information using a comprehensive admission proforma for all new joiners. When these are returned, the child and their language are added to the EAL Register. Class Teachers familiarise themselves with the child's specifics and the form is uploaded onto Arbor. Each year, in the Harvest Term, a new register of EAL pupils is created by the EAL Coordinator, showing the child's name, year group and language.

The information from the Pupil Profile questionnaire and EAL Register is used to inform the October Census which is completed by the School's office admin and Principal.

Teachers are not required to separately record their EAL-specific class provision but are advised by the EAL Coordinator to refer to The Bell Foundation Support Strategies and Great Ideas and reference differentiation as per usual on their lesson plans. The Bell Foundation 'English Proficiency Levels' help identify which strategies are most appropriate for the child's current band. Strategies may include:

- How support staff are used for pupils using EAL
- Access to Dictionaries
- Dual language resources
- Visual support

- Peer support (e.g. Buddies)
- Intervention groups
- How Pupil Premium is used to the benefit of EAL learners

In the Christmas, Spring and Summer Terms, class teachers fill in the results from their general class assessments in Maths and English onto the tracking system Insight. Three times a year the EAL Coordinator and Principal monitor EAL performance via an Insight report. This gives the EAL coordinator and Principal an overview of how the EAL population have performed in general academic terms and enables analysis to inform action which may be fed into practice via class teachers, EAL Policy and Action Plan points.

EAL, SEN and G&T

EAL pupils are not necessarily 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 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 needs, 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. Where teachers are concerned that an EAL child may also have SEN, it is necessary to remove language barriers as far as possible and differentiate accordingly to ascertain any underlying SEN needs. EAL pupils considered to be more able or to have an individual talent will be identified as part of normal assessment procedures as outlined in our Gifted and Talented Policy.

Parental involvement and communication

Parents and teachers will work together in the best interests of pupils with EAL. Teachers will meet with parents 2-3 times a year at the parent-teacher meetings to inform them of progress made and discuss strategies in place. In EYFS, teachers are in regular communication with parents via Tapestry.

Parental involvement is also achieved through:

- Providing a welcoming environment for newly arrived pupils and their families/carers.
- Use translators and interpreters (Google Translate / Parents / Peers), where appropriate and available, to ensure good links are made between the family and the school. The Language Line service is currently not subscribed to but is freely available for Early Years pupils; codes can be obtained from the NCC Advisors on request.

Should the need arise in the wider EAL population, the School is willing to subscribe to Language Line / InTran phone translation services at that time.

- Identify linguistic, cultural and religious background of pupils and establish contact with the wider Community where possible.
- Celebrate and acknowledge the achievements of EAL pupils as part of our rewards system as outlined in the Behaviour Policy.
- Recognise and encouraging the use of first language for developing positive links between school and home.
- Support parents, so they can help their children at home with advice and signposting where possible.
- Celebrate cultural and linguistic diversity in our Newsletters as appropriate.

Sources of information

The Bell Foundation website as well as advice and training from the Norfolk EAL Advisory Service Team are the main external sources of information for all matters connected to EAL provision:

https://www.bell-foundation.org.uk, particularly the Great Ideas page: https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/

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