

# English as an Additional Language (EAL) Policy



Westgate C.P.  
School



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## **Introduction**

At Westgate CP School, we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of our multilingual pupils, enabling them to do the best they can within a positive, supportive, secure, and safe learning environment.

All pupils need to feel safe, accepted and valued to learn. For those who are learning English as an additional language (EAL), this includes recognising, valuing, and celebrating their home language and culture. As a school, we are aware that multilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

This policy aims to set out the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have EAL and so to raise achievement.

## **Definition of EAL**

According to the DfE, a pupil's first language is defined as: *any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community.*

If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English. If they are identified as EAL when they join the school, they will continue to be EAL throughout their education journey, irrespective of their progress in English.

## **Statement of Aims**

At Westgate CP School, we aim to:

- Provide a welcoming environment in which pupils will learn most effectively.
- Ensure that we collect all relevant information about new pupils and communicate essential information to all relevant members of staff through a robust admissions system.
- Provide appropriate support to pupils with EAL needs, both new arrivals and more advanced multilingual pupils.
- Provide an inclusive curriculum.
- Promote pupil's first languages across school and encourage and support discussion of learning (in first language) at home.
- Monitor pupil's progress regularly using an EAL Assessment Framework (The Bell Foundation)
- Ensure pupils are making appropriate progress and can fully access the school curriculum.
- Support pupils who are at risk of under achieving.
- Communicate regularly with all parents, using appropriate interpretation services, if required.
- Celebrate the wide diversity of language and culture in our school community.

## The Context of the School

At Westgate CP School, we have 40 EAL children (January 2026). We are privileged to have 20 different first languages spoken by our children.

Languages spoken at Westgate include:

Yoruba	Hindi	Portuguese	Tagalog
Filipino	Bulgarian	Akan/Twi-Fante	Romanian
Turkish	Igbo	Arabic	Bini, Edo
Italian	Shona	Vietnamese	Polish
Sinhala	Bengali	Tamil	Pashto
Russian	Latvian		

As we have such a wide range of different first languages, many of our EAL children do not have others in school who speak that language.

## Key Principles

- Our pupils with EAL are entitled to opportunities for educational success that are equal to those of our English-speaking pupils.
- Collecting all relevant information accurately at the point of admission is key to being able to plan effectively for EAL pupils.
- Well planned lessons in appropriately organised classrooms provide the best environment for acquisition of English by pupils with EAL.
- The multilingualism of our pupils and staff enriches our school and our community.
- Communication and collaboration with families are key to successful education partnerships. Appropriate interpretation services are offered where required to ensure EAL parents are fully informed and involved in school life.
- Having a home language other than English is not a 'learning difficulty.' A clear distinction should be made between EAL and Special Educational Needs (SEN). Pupils with EAL are not placed on the SEN record, unless they have SEN. Consideration should be given to the best way to assess EAL pupils for SEN and use their first language if appropriate.
- Language develops best when used in purposeful contexts across the curriculum.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils home languages and to build on their existing knowledge and skills.
- All languages, dialects, accents, and cultures are equally valued.

## **Roles and Responsibilities**

Our EAL Lead is Mrs Laura Bates. She has the overall responsibility for EAL at Westgate CP school.

At Westgate CP School, we pride ourselves on ensuring all children are valued and supported. Teachers will monitor progress termly using EAL assessment grids from the Bell Foundation.

Alongside this, they can monitor progress on 'The Learning Village'. Admin staff will send out forms to ensure we have the children's first language and proficiency in English before they start with us. Teachers will liaise with families if needed to gather more information.

Each half term, our EAL lead organises an open session to allow our EAL families to come in and take part in a 'Learning Village' session. This allows parents to ask questions and understand how to access this programme at home.

All teachers are language teachers and there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the learning and success of EAL PUPILS and to support their language development.

## **Teaching and Learning**

- Classroom activities have clear learning objectives and use appropriate materials and support to enable all pupils to participate in lessons.
- There is a focus on both language and subject content in lesson planning.
- Vocabulary has been a key focus across the school. In all core subjects and most others, we go through key vocabulary and explain the definition. We also try to link this with pictures where appropriate.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.
- Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photos, objects, demonstration, use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support. Key vocabulary is introduced to EAL pupils in advance of lessons if this will improve their understanding.
- Learning progression moves from the concrete to the abstract.
- Steps are taken to ensure the cognitive challenge remains appropriately high for EAL pupils and is not reduced because the English language demand has been reduced. EAL pupils are not automatically placed in lower achieving groups because of their EAL needs.
- 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, including both process and presentational talk, and use made of drama techniques and role play.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Discussion is provided before, during and after reading and writing activities.
- Any withdrawal of EAL pupils is for a specific purpose, is time-limited and linked to the work of the main class.

## **Planning, Assessment and Monitoring**

Termly, teachers are asked to complete the Bell Foundation framework, looking at the bands. From this, they then act using their knowledge to create supportive environments for our EAL learners. If needed, there is information on the Bell foundation website that enables all staff to know how to support their EAL learners.

Progress is monitored termly through our Insight tracking system and our Bell Foundation assessment framework. Teachers are asked to keep track of their EAL learners proficiency termly. This is then checked by our EAL lead.

Alongside this, progress is monitored on Insight. This is then looked at by our EAL lead termly to ensure the EAL learners at Westgate CP School have the support they need.

The EAL lead also monitors the engagement and progress made on Learning Village

## **Resources**

Our resources are constantly improving and changing. We have a range of resources available, such as:

- A range of bilingual books that are situated in the library. This is updated regularly depending on which languages we have at school.
- Key word lists that are provided for all children during many lessons including English and topic.
- Explicit teaching of key vocabulary daily in all core subjects and Foundation subjects where appropriate.
- A range of bilingual games
- Some bilingual dictionaries, readily available if children need them.

## **Admitting New EAL learners.**

- New families will be welcomed and given a tour of the school. Access to interpreters will be available if required to ensure parents/carers can address any concerns or questions they may have.
- Information will be provided to parents about the education system in England if they are not already familiar with it. Information on uniform expectations, online systems (e.g. attainment, communication, homework), behaviour policies and school routines will also be provided in a format that is accessible to the parents (Translations, use of interpretation, as appropriate).
- Admissions forms will include specific questions about languages spoken at home, the pupil's competency in these languages and previous educational experience/ interests/ skills.
- This information will be available to all staff to ensure that language experiences and abilities are considered when planning lessons and support.
- A visual timetable is provided for new EAL arrivals. These will also be displayed in the classrooms.

## **Parents/carers and the Wider Community**

At Westgate CP School, our community is at the heart of everything we do. We like to ensure our families feel supported at school and home in any way we can. To help us do this, we try to get as much information as possible about our pupils. When completing the pupil information sheets, parents are encouraged to write the children's first language and the proficiency, if known.

Other things in place to support are:

- Letters and correspondence are sent home via email in their home language.
- Parents with limited English are offered to bring an interpreter to meetings. This can be over the phone or in person.
- Half termly open afternoon sessions where parents can join their child/ren and work alongside them on the Learning Village. Parents have the opportunity to talk to the EAL Lead about the programme and ask any questions they may have.

We work hard to ensure that all languages, nationalities, religious beliefs are celebrated and that everyone feels welcome here at Westgate CP School.

English units and our Country of the Month board and accompanying assembly recognise and celebrate our diversity.

## **Staff Development**

Responsibility for the progress and well-being of EAL pupils lies with **all staff**.

Regular opportunities will be provided for discussion of EAL issues.

CPD will include updates on best practice and resources.

In our School Development Plan, it states: 'Consistent, inclusive classroom practice that supports all learners, particularly those who are vulnerable or disadvantaged'.

## **Review of Policy**

This policy will be reviewed in April 2027