

Kingsland CE Primary School

English as an Additional Language (EAL) Policy



Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Let your light shine on our vision:

As God’s children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.

March 2026

Kingsland CE Primary School

English as an Additional Language (EAL) Policy

Date for full implementation: March 2026
Review date: March 2029

Aims

At Kingsland CE Primary School, we are committed to ensuring that all pupils feel welcome, valued, part of our school community and are given learning opportunities that are accessible, relevant and purposeful within the context of the National Curriculum.

We aim to ensure that all children with EAL are able to:

- Celebrate and share their first language, culture and identity
- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Achieve their full potential

The Context of the School

Very few children speak languages other than English. However, with the school's commitment to be a School of Sanctuary, any children that do enter the school, will receive effective and timely support in order to assist them in accessing all areas of school life.

Key Principles for Additional Language Acquisition

- Children with EAL are not a homogenous group and do not necessarily have a common set of educational needs.
- When a child with EAL first joins an English school, it can be normal for them to have a 'silent period' of up to six months (whilst they acclimatise / learn by watching and listening).
- It can take 1-2 years to become fluent in everyday spoken English, but 5-7 years to begin to develop proficiency in formal, written English.
- Children who are new to English will benefit from being integrated into mainstream teaching and learning most of the time as it enables them to: develop oral fluency quickly, immediately feel part of the school, develop language in context and experience their full curriculum entitlement
- Children with EAL should be placed within their chronological year group and seated with peers where cognitive demand is high and sensitivity is shown to the new arrival's needs
- One of the most important aspects of effective teaching of EAL learners is the need to support and develop their competence in their first language alongside the learning of English. Any knowledge developed in the first language can easily be transferred to the second or third languages; this also applies to knowledge about language.

Key considerations for new arrivals of children with EAL

All staff need to be aware and sensitive to the potential difficulties that new arrivals of children with EAL and their families may be facing. These could include:

- Not being familiar with the English language or English culture
- Not being familiar with the educational systems in England
- No previous schooling due to different starting age in their home country
- Little, no or fractured previous education due to lack of opportunities or instability in their home country
- Different style or emphasis of prior education
- Difficulties managing the transition to a new country
- Isolation and lack of friends and family

Welcoming new arrivals

The school ensures that newly-arrived children and their families are warmly welcomed and feel safe and secure in their environment. Parents / carers are encouraged to bring their child to view the school and meet their prospective peers before the date of admission. At this time the Headteacher, SENDCo and EAL Leader will meet with the child and parents/carers to gain insight into the pupil's background and experiences. This is the first step to ensuring the school successfully meets the diverse needs of its pupils.

Strategies used to support new arrivals to our school include:

- A 'taster session', when child gets to meet teacher / class and EAL Leader assesses Level of Language Acquisition
- Children are encouraged to complete a 'Getting to know me questionnaire' to share with staff and peers
- A staggered start, with pupils beginning with half days (if appropriate)
- Designated Buddies
- Peers and adults providing first language support (if possible).
- Creating links between parents / carers of pupils with EAL by informing them of other families within the school that speak the same language (coordinated by the EAL Leader)
- Ensuring that our written and spoken communication with families is effective through the use of plain English and, when necessary, using interpreters or translating written information

We aim to ensure that our written and spoken communication with families is effective through the use of plain English. However, we recognise that this can be difficult for some families with limited English language acquisition; in such cases we use electronic translators.

As part of our aim to achieve a cohesive community, we endeavour to work closely with members of the wider community to support our EAL pupils.

EAL Teaching and Learning

In writing schemes of work, teachers consider the following questions:

- How can I (or additional adults or other children) model the key language needed?
- What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?
- What opportunities are there to explore ideas orally and collaboratively?
- What range of texts do pupils need to read and how can their reading be scaffolded to support learners with diverse needs?
- What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?
- Are lessons planned to ensure that any additional adult has a clear role in developing language and literacy?

Staff use support strategies to ensure curriculum access:

- Using peer 'Buddies'
- Making the verbal curriculum more visual
- Making the abstract curriculum more concrete
- Developing interactive and collaborative teaching
- Identifying the language demands of the curriculum (oral and written) and provide models
- Using drama and role play to demonstrate how language is used in real life with a focus on communication
- Providing opportunities for exploratory talk
- Ensuring home languages are valued and used in school and at home
- Providing opportunities to talk before writing
- Supporting through key phrases and structures rather than key words

Possible resources list

- Dual language dictionaries
- Bilingual stories and books
- Pictures and simple phrases which indicate if the child is thirsty, feeling sad, sick, needs a pencil, needs to go to the toilet etc
- noun/ verb/ adjective flashcards, word mats and matching activities
- Colourful Semantics
- Basic literacy and numeracy games
- Barrier games

Useful IT programs

- Google Translate
- Website: EAL Nexus
- You Tube
- Communication in print
- BBC
- British Council's Learn English Kids

Parents/Carers and the Wider Community

- Parents should be made to feel welcome and valued in the school and the community – they could be invited in to share knowledge about their culture or religious festivals, help out on school visits etc
- Parents / carers should be encouraged to continue reading with / talking to their children / discussing the school day and learning in their home language
- Parents / carers should be kept informed of child's targets so they can support from home
- Parents/ carers may want to support their children by translating school resources in advance of lessons
- When appropriate and possible, translators should be accessible for meetings
- When appropriate and possible, written information should be translated (e.g. letters/ information regarding school events)