

EAL (English as an Additional Language)

September 2026

EAL (English as an Additional Language) Policy

Our rationale

At Southglade Primary and Nursery School we are committed to ensuring that every child succeeds and reaches their full potential. We celebrate the fact that many of our children speak more than one language and acknowledge their ability to use a variety of community languages. In our school the teaching and learning, achievements, attitudes and well-being of all children are important. We are dedicated to raising the achievement and attainment of pupils with EAL enabling them to do their best they can within a positive, supportive, secure and safe learning environment.

Background

Our pupils come from diverse backgrounds with a wide range of language skills.

- Southglade Primary and Nursery School has at present 430 pupils on roll, of which 30% (128) children) speak English as an Additional Language. (October 2026)
- Altogether there are at least 29 different languages spoken at Southglade Primary and Nursery School. (Sept 2025)
- A proportion of our pupils have arrived from other countries with no or very little understanding of English.
- Approximately 32% of our EAL pupils are in receipt of pupil premium funding. (October 2026)
- We are constantly developing the partnership between staff and parents as we understand how important this relationship is to children's learning.

Our aims

This policy aims to support our planning, organisation, teaching and assessment procedures and to support the use of resources and strategies, in order to meet the needs of pupils who have EAL. Our goal is to promote language awareness and raise pupil attainment, progress and achievement. This is in line with the requirements of the Race Relations Act 1976 and Race Relations (Amendment) Act 2000.

As a school we aim to:

- Provide a welcoming environment in which pupils will learn most effectively;
- Provide support to pupils with EAL needs;
- Plan and teach lessons using learning styles most appropriate to EAL learners;
- Provide an inclusive curriculum;
- Promote home languages across school and encourage and support discussion of learning (in home language) at home;
- Monitor pupil's progress using The Bell Foundation Framework;
- Ensure pupils are making progress and are able to access the school curriculum;
- Support pupils who are at risk of under achieving;
- Celebrate children's achievements in school as well as in extra-curricular activities.

What is EAL?

EAL means English as an Additional Language – when a pupil speaks a home language other than English. At Southglade at least 32 different languages are spoken and we aim to cater for all these pupils to whom English is an additional learning need.

We are committed to providing appropriate and personalised support for pupils with EAL. Throughout their time at school, we provide pupils with the necessary means to access the curriculum. We give children the opportunity to improve their fluency in speaking, reading, writing and understanding English.

Definitions of an EAL Learner:- *"First language is the language to which a child was initially exposed to during early development and continues to use this language at home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become."* DFES Guidance 2007

Bilingual Leaner:- *"Bilingual here is taken to mean all pupils who use or have access to more than one language at home or at school – it does not necessarily imply fluency in both or all languages."* DFES Guidance 2007

Advanced Bilingual Learner:- *"Advanced Bilingual Learners are pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to the language background."* DCFS 2009

Planning and Teaching for pupils with EAL

All children at Southglade Primary School follow the curricular requirements of the Foundation Stage Profile and the National Curriculum. Children with English as an additional language do not produce separate work, unless within a focused target intervention group.

At Southglade Primary and Nursery School teachers help develop spoken and written English of children who are learning English as an additional language by:

- using accessible texts and materials that suit children's ages and levels of learning;
- displaying key vocabulary or providing individual visual resources;
- providing a range of reading and learning materials that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- providing support through ICT, video or audio materials, dictionaries and translators if needed;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;
- using the home or first language where appropriate;
- assessing EAL children upon entry to school using The Bell Foundation Framework;
- providing additional personalised language support if needed;
- providing the opportunity for EAL children to take part in extra-curricular activities/outdoor learning e.g. going to the local shops or into the local environment to reinforce language skills;
- celebrating the different languages and cultures that individual children bring to our school by running twice a year themed afternoons throughout school;
- implementing support strategies from Speech and Language professionals to ensure progression in speech, language and communication can be made.

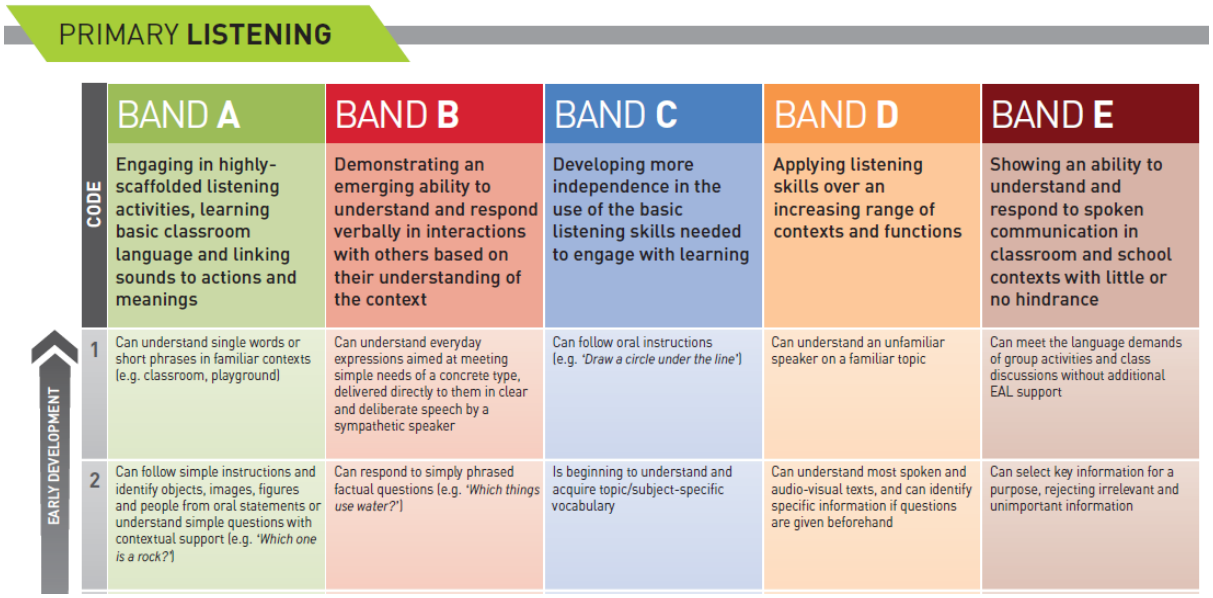
EAL Intervention

At Southglade Primary and Nursery School some children may receive additional small group or 1:1 EAL support to enable them to make progress. In the Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities.

Assessment

When a child with EAL enter Southglade they are assessed using the Bell Foundation framework (See appendix 1). This is an assessment tool used to track the progress of EAL children. The Bell Foundation framework is split into 4 areas; listening, speaking, reading and writing. Children are then assessed across 5 bands A, B, C, D and E with A being new to English to E which is fluent with English. Subsequent targets are then given for the children to work on.

Appendix 1- An example of the Bell Foundation Framework for Listening



PRIMARY **LISTENING**

EARLY DEVELOPMENT

CODE	BAND A	BAND B	BAND C	BAND D	BAND E
	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	**Demonstrating an emerging ability to understand and respond verbally in interactions with others based on their understanding of the context**	**Developing more independence in the use of the basic listening skills needed to engage with learning**	**Applying listening skills over an increasing range of contexts and functions**	**Showing an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance**
1	Can understand single words or short phrases in familiar contexts (e.g. classroom, playground)	Can understand everyday expressions aimed at meeting simple needs of a concrete type, delivered directly to them in clear and deliberate speech by a sympathetic speaker	Can follow oral instructions (e.g. *'Draw a circle under the line'*)	Can understand an unfamiliar speaker on a familiar topic	Can meet the language demands of group activities and class discussions without additional EAL support
2	Can follow simple instructions and identify objects, images, figures and people from oral statements or understand simple questions with contextual support (e.g. *'Which one is a rock?'*)	Can respond to simply phrased factual questions (e.g. *'Which things use water?'*)	Is beginning to understand and acquire topic/subject-specific vocabulary	Can understand most spoken and audio-visual texts, and can identify specific information if questions are given beforehand	Can select key information for a purpose, rejecting irrelevant and unimportant information