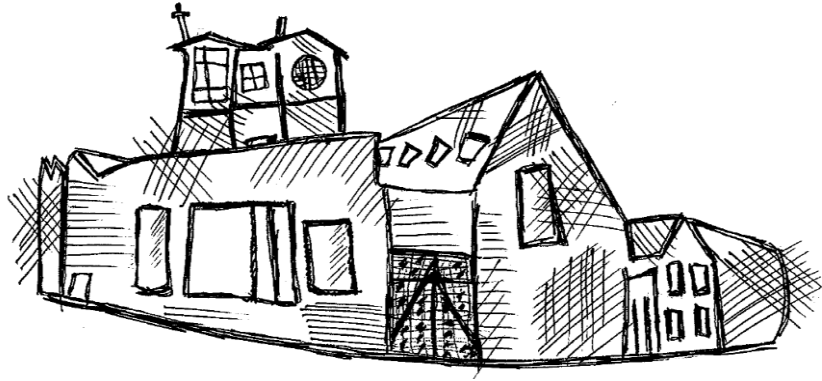


Grange Primary School



EAL Policy

September 2025

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1. Aims

Grange school aims to provide quality first teaching and resources for pupils who have English as an additional language or are bilingual, and for raising the achievement of minority ethnic pupils. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum. Our aims are:

- To ensure that all children, regardless of ethnicity, have equal access to a broad and balanced curriculum.
- To ensure that individuals or groups of children at risk of underachieving are targeted and receive extra support.
- To ensure that pupils, parents and carers from all ethnic minorities feel genuinely included in the community of our school.
- To help pupils to use English confidently and competently.
- To help pupils to use English as a means of learning across the curriculum.
- To help EAL pupils to make use of their knowledge of other languages.

2. Data Collection

On entry to school, the parents/carers of pupils are asked to complete an initial entry form containing information regarding the pupil's ethnic origin and home languages.

Teachers will then make a judgement of the pupil's fluency in English using a scale. This will be assessed termly and stored on the school's EAL register.

Children will then have their work adapted to meet their needs and have targets set to help identify the children's next steps in learning English.

3. Roles and Responsibilities

The **SENCo** will:

- To liaise with office staff and class teachers to collect progress data on EAL pupils.
- To update EAL records ready for the beginning of each academic year.
- To liaise with class teachers and EAL support teacher to set individual pupil targets.
- To provide support and advice for the teaching of EAL pupils.
- To provide and/or arrange for staff training, as necessary.
- Identify children who need intervention to support their development and understanding of English

Teachers and Support staff

- To support the learning of EAL pupils within the classroom using the key principles and strategies (listed below).
- To liaise with SENCo on individual pupil progress
- To report individual pupil progress to parents. This includes children who appear to have been in state care outside of England and have ceased to be in state care due to being adopted.

4. Strategies to be used within the classroom:

- Include all EAL/ bilingual children fully in lessons.
- Set high expectations for pupil participation and achievement.
- Offer pupils full access to National Curriculum targets.
- Assess pupils in line with year group expectations for National Curriculum.
- Provide opportunities for peer support- using paired/ small group work where appropriate.
- Make use of opportunities within Guided Reading sessions
- Use nonverbal methods to help communication including social stories, pictorial, Makaton and others to help develop communication
- Offer access to traditional rhymes and stories.
- Provide context embedded language experiences.
- Check for pupils understanding – ask questions, or get the child to explain what they are going to do.
- Give clear, full explanations of subject specific language.
- Use Colourful Semantics and visual wordbanks to help children build both verbal and written sentence structure
- Provide opportunities for previews of difficult or complex texts.
- Use consistent language when giving pupils instructions.
- Be aware of the effect of eye contact and body language.
- Accept non-verbal/ 'I don't understand' responses from pupils.
- Use ICT where appropriate.
- Use collaborative learning resources to reinforce and consolidate prior learning.
- When planning highlight EAL needs and support to be given.
- Encourage the use of home language to support and enhance understanding in English.
- For children who are new to English, run a small intervention group to help children learn the basics of English language and give the confidence in using English.

5. Assessment

- Each class has an electronic EAL file which contains a list of all children in the class who are bilingual or have EAL needs.
- The EAL class files are organized by the SENCo.
- Individual pupil progress is reviewed termly.
- Any pupil not making expected progress will be referred to the SENCo for additional support

6. Resources

The school has a variety of resources to support language development. These are available for all teachers and teaching assistants to access to support individual or groups of children learning English within class. These will be reviewed and updated by the SENCo every two years:

- Dual language books (kept in the library)
- Use of ICT equipment

- Use of dictionaries
- Colourful Semantics
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