

Brocklewood Primary School

Provision for pupils with English as an Additional Language (EAL)

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At Brocklewood Primary School we are exceptionally proud of our pupils and value their abilities and achievements. We are confident that we provide a vibrant and stimulating learning environment that meets the needs of all our pupils. We want all our pupils to experience success in everything that they do, the school is fully committed to providing each pupil with the best possible learning environment for them to maximise their full potential.

AIMS OF THE SCHOOL

- We consider a child's home language to be a core element of their cultural identity.
- We aim to celebrate the range of languages spoken in the school and encourage continuing development in children's home languages alongside their acquisition of the English language.
- We aim to support our bilingual and multilingual children to make rapid progress in their English language development through a focus on the teaching of core vocabulary in each subject, so that they can access learning in all areas of the curriculum.
- We are committed to ensuring that accurate assessment ensures that pupils are provided with learning tasks that meet both their cognitive and English language needs.
- We have an inclusive approach to learning and prioritise Quality First Teaching as the most effective way to enable EAL pupils to make the necessary progress required to diminish attainment differences with non-EAL pupils.
- Additional interventions will only be used in cases where it is determined that a child requires additional, not alternative, support to help them make the expected progress.

WHO IS THIS EAL POLICY FOR?

This policy should be referred to by all teaching, support and administrative staff who have contact with pupils and/or parents in the school. It informs strategic decision making by the senior leadership team, as well as day to day teaching and learning and interactions with parents and pupils of the school.

The aim of the policy is to ensure that bilingual and multilingual learners are provided with teaching and learning opportunities that enable them to make the best possible progress, within an accepting, inclusive and welcoming environment.

HOW IS EAL DEFINED?

Definition of English as an Additional Language taken from the Department for Education, 2019.

The term "EAL" is used to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. In England, such learners are defined as those who have been 'exposed to a language at home that is known or believed to be other than English' (Department for Education, 2019).

Brocklewood Primary School's definition of English as an Additional Language as those pupils where: 'A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community.' (DfE School Census Guide 2016-2017, 2016 p.63).

Brocklewood Primary School's definition of the different stages of English as an Additional Language are: A. New to English, B. Early Acquisition, C. Developing Competence, D. Competent and E. Fluent. Definitions of each band can be found in appendix 1.

ADMISSIONS

The admission arrangements for ALL pupils are in accordance with national legislation, including the Equality Act 2010.

INCLUSION

This policy builds on our school's Inclusive ethos and approach, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our EAL policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with EAL.

EAL CONTEXT AT BROCKLEWOOD PRIMARY SCHOOL

The school serves a linguistically diverse community, with just over a quarter of pupils (27.5%) identified as having English as an additional language. Within this group, just under a third are also eligible for Pupil Premium and around one in seven have identified SEND. Almost a quarter of pupils with EAL are at the early stages of English acquisition (Band A and B). The profile of language proficiency and overlap with disadvantage or SEND is reviewed termly and directly informs staffing, curriculum planning and targeted provision.

IDENTIFICATION

Assessment is used to determine pupils' proficiency in English and the level of support required. A pupil is identified as having English as an additional language through information provided by parents at admission. All pupils access the mainstream classroom. Where a pupil accesses alternative provision within school, this is due to significant special educational needs or the need for a therapeutic approach linked to trauma, not as a result of EAL. Teachers are responsible for assessing language acquisition and, in collaboration with the EAL Lead and senior leadership, identifying and implementing appropriate support at an early stage. All pupils with EAL have full access to the National Curriculum and Early Years Foundation Stage curriculum and are included in all aspects of school life.

ADDITIONAL LANGUAGE ACQUISITION

We believe that the following should be in place to optimise the potential for second language acquisition for pupils with EAL:

- A welcoming and inclusive environment which celebrates ethnic and lingual diversity.
- Opportunities for pupils to explore ideas and new learning in their home language as well as in English.
- The continuing development of home language being seen as equally important as the development of English language skills.
- An inclusive curriculum, where EAL learners have access to high quality modelling of English language speaking by the adults around them.
- High expectations for all learners, regardless of their English language proficiency, where effective differentiation enables all pupils to access learning at a level appropriate for their cognitive and developmental needs.

EAL PROVISION

Provision for pupils with English as an additional language is embedded within high quality first teaching. Teachers assess pupils' proficiency in English regularly and use this information to inform planning, scaffolding and adaptation of the curriculum.

Language development is monitored through ongoing formative assessment, pupil progress meetings and regular review of proficiency levels. Teaching is adapted to ensure that pupils can access learning at an appropriate cognitive level while continuing to develop academic English.

Support may include explicit vocabulary instruction, visual scaffolds, structured talk opportunities, pre-teaching of key concepts and targeted language practice where required. As pupils' proficiency increases, scaffolding is adjusted accordingly.

Where progress in language acquisition is slower than expected, teaching approaches and classroom adaptations are reviewed to ensure that provision remains appropriate and effective.

Pupils with EAL and Additional Vulnerabilities

Where pupils with EAL also experience additional vulnerability, including disadvantage or identified special educational needs, provision is coordinated by the class teacher in partnership with the SENCo and Pupil Premium Lead to ensure a coherent and proportionate response. Support is rooted in Brocklewood's Teaching and Learning principles: high expectations for all, accurate assessment of starting points, adaptive teaching, purposeful scaffolding and an enabling classroom environment that reduces cognitive load and promotes independence. Structured discussion and explicit vocabulary teaching are prioritised to strengthen oracy and access to the curriculum. Decisions are informed by ongoing monitoring and focus on removing the most significant barriers to learning so that pupils can achieve sustained success over time.

PARTNERSHIP WITH PARENTS

The school values positive and respectful relationships with parents and carers of pupils with EAL. We recognise that parents have an important understanding of their child's background, language and experiences, and we aim to work collaboratively to support each child's learning. Information about school routines and expectations is shared at induction and through ongoing communication, including via the school website and Class Dojo, which offer translation functions to support accessibility. Where appropriate and proportionate, further support may be provided to help families understand key information. The school maintains clear communication channels and seeks to remove practical barriers to engagement. We respect and value pupils' home languages and cultural backgrounds and are committed to creating opportunities within class and whole-school activities to acknowledge, learn about and celebrate the diversity of our community.

KEY RESPONSIBILITIES AND STAFF DEVELOPMENT

EAL Lead

The EAL Lead is responsible for overseeing the implementation of EAL provision across the school. This includes ensuring that new pupils are appropriately set up on assessment and language support platforms, monitoring engagement with agreed provision, and ensuring that proficiency assessments are completed accurately and on time.

The EAL Lead works alongside senior leaders, the SENCo and the Pupil Premium Lead to monitor attainment, progress and patterns of engagement for pupils with EAL. This includes reviewing assessment information and identifying any pupils who may require further adaptation or support.

The EAL Lead provides guidance to staff to ensure consistency of practice and supports the ongoing development of provision where required.

Teachers

Teachers are responsible for the progress and attainment of pupils with EAL in their class. They assess language proficiency, adapt teaching appropriately and implement agreed strategies to ensure pupils can access the curriculum.

Where concerns arise regarding progress, teachers discuss these with the EAL Lead and, where appropriate, the SENCo to ensure a coordinated response.

EVALUATING THE SUCCESS OF OUR EAL POLICY

The effectiveness of EAL provision is evaluated through analysis of attainment and progress data as part of the school's Standards and pupil progress review processes. Outcomes for pupils with EAL are considered alongside other pupil groups in Transform Trust reviews and governor meetings to ensure appropriate challenge and support.

PARENTAL FEEDBACK AND RAISING CONCERNS

Parents and carers are encouraged to raise any questions or concerns at the earliest opportunity. In most cases, these can be resolved through discussion with the class teacher. Where further clarification or support is required, concerns may be discussed with the SENCo, Phase Leads or the pastoral team. If a matter remains unresolved, parents may follow the school's Complaints Policy.

Appendix 1 – Proficiency Levels in English

The Bell Foundation (2017) *EAL Assessment Framework for Schools (Primary)*.

Available at: <https://www.bell-foundation.org.uk/resources/detail/assessment-framework-primary/>

	A New to English	B Early Acquisition	C Developing Competence	D Competent	E Fluent
LISTENING AND UNDERSTANDING	- Use actions and gestures rather than words. - Understand and responds to single words or short phrases. - Understand a basic, limited range of vocabulary. - Understand some everyday expressions and simple instructions. - Follow simple instructions and join in classroom routines. - Copy/repeat some words and/or phrases.	- Understand everyday expressions. - Respond to simply phrased factual questions. - Listen to simple stories with visual scaffolds for a short period of time. - Follow day-to-day social language in English. - Follow instructions with familiar words and where the context is obvious. - Listen and participate to the conversation of other English speakers on familiar classroom topics.	- Follow oral instructions. - Begin to understand vocabulary which is topic/subject specific and vocabulary which is beyond immediate personal and school experiences. - Understand common everyday vocabulary. - Understand that some words can have more than one meaning. - Understand intonation to gain meaning from spoken words. - Respond appropriately in most unplanned exchanges.	- Understand an unfamiliar speaker on a familiar topic. - Identify information if questions are given beforehand. - Participate confidently in shared texts. - Interpret meaning and feelings from intonation, volume, stress, repetition and pacing. - Has a wide range of vocabulary and a growing bank of subject specific words. - Some clarification required when participating in complex, interactive activities.	- Understand most of the content when teachers speak clearly at a normal pace. - Follow audio/digital materials. - Meet the language demands of all routines/ situations in and around schools. - Meet the language demands of group work/class discussions without additional support. - Select key information for a purpose and reject irrelevant information. - Has a range of subject-specific vocabulary, colloquialisms and idioms.
SPEAKING	- Use single words and short phrases and express simple greetings. - Respond to questions which are visually supported. - Name some school and everyday objects. - Make simple statements when prompted, which have been rehearsed previously. - Use common adjectives. - Ask simple questions. - Makes basic needs known with some grammatical errors.	- Answers yes/no questions and choice questions. - Repeat facts/ statements learned previously. - Responses to a question are simple with basic grammar and errors. - Deal with most day - to day routines, common situations and task related language. - Retell narrative relying on objects/images. - Attempt to follow and use modelled expressions in a small group activity. - Beginning to independently meet the speech demands of group activities and class discussions without support for EAL.	- Communicate matters of immediate interest and express likes/dislikes with reasons. - Begin to notice and sometimes self-correct errors in own speech. - Use vocabulary introduced in lessons. - Speak to others socially using simple but mostly grammatical structures. - Ask questions for social and academic purposes. - Use English spontaneously without long pauses. - Make observations and explain ideas simply during creative and exploratory activities.	- Pronunciation increasingly resembles English. - Give oral presentations on topics approaching age related level. - Retell events in a connected narrative. - Speak in longer sentences using pronouns to connect ideas. - Use phrases of time and place to expand information. - Use noun phrases to expand description. - Recount information in different subjects.	- Make predictions. - Tell original stories with some detail. - Join in a social or on-task discussion without additional support. - Compare and contrast objects/ideas and relationships. - Generally, speak fluently and with little hesitation. - Expanding range of vocabulary related to curriculum, but still makes occasional mistakes. - Use a growing range of everyday and specialist vocabulary and identify multiple meanings of many familiar words.

READING	A New to English	B Early Acquisition	C Developing Competence	D Competent	E Fluent
	- Follow the movement of texts in English left to right and top to bottom. - Distinguish and understand the difference between letters, numbers, words, images, symbols and pictures. - Recognise names including own name. - Recognise labels of objects in class and around school. - Match pictures to words previously taught. - Make sense of familiar words in books or the environment. - Recognise and use grapheme - phoneme correspondence to decipher meaning of some words. - Understand that written texts and visuals have content, meaning and organisation (e.g. front/back cover)	- Recognise familiar words and phrases. - Decode unfamiliar words using phoneme and grapheme correspondence. - Process text using growing knowledge of language. - Comprehend taught/rehearsed text using visual prompts. - Identify and extract answers in response to 'what', 'where' and 'who', questions. - Read out loud short texts with familiar/predictable structures attempting to use pauses and intonation. - Begin to work out the main points, story lines and explicit messages from illustrated text without prompting. - Attempt to use familiar words in phrases and sentences and try to make sense of them.	- Recognise and read irregular spelling patterns. - Use knowledge of prefixes, suffixes and punctuation to make sense of a text. - Comprehend taught texts but require support with unfamiliar texts, figurative/metaphoric expressions and cultural references. - Attempt to identify and interpret information from visual images, tables, charts and graphs. - Retrieve relevant details from texts. - Summarise the main points of a text. - Begin to differentiate between fiction and non-fiction texts independently. - Navigate and locate information in written and digital texts using contents page, search functions etc.	- Identify the purpose and audience of curriculum related texts. - Use knowledge of grammar to make sense of complex expressions. - Follow written material to complete tasks. - Identify figurative speech and metaphoric expressions in texts. - Recognise that different genres shape the organisation of the text. - Use a developing range of reading strategies. - Reread a text to check understanding if told there are misunderstandings. - Identify main ideas and specific information in text for retelling, paraphrasing and answering questions.	- Understand and interpret visuals and graphics in conjunction with written texts. - Understand the meaning in a passage and the sequence of events based on knowledge of complex grammar. - Recognise complex cohesive markers to link ideas across sentences and passages. - Find specific information from texts to respond to a range of questions. - Identify informational and implicit messages in a range of texts. - Evaluate text in terms of its interest, relevance and usefulness. - Analyse curriculum texts in terms of nature, content, organisation and purpose. - Independently, apply reading skills and strategies to engage with new texts using visuals and prior knowledge to enhance understanding.

WRITING	A New to English	B Early Acquisition	C Developing Competence	D Competent	E Fluent
	- Mark/indicate familiar pictures, numbers and other visual images. - Communicate meaning and intentions through mark making and drawing. - Awareness of difference between print and pictures. - Awareness of writing conventions (writing left to right, finger spaces) - Form and produce some letters of the alphabet. - Copy or write own name. - Write English to fill in blanks, copy known words or label diagrams and images. - Contribute to shared story. - Copy letters to make their own meaning when telling a story.	- Form most letters of the alphabet and attempt to produce words. - Show awareness of common and simple spelling patterns in CVC words. - Jot down a phrase/sentence from audio/digital material and orally rehearse it. - Complete sentence starters if examples are provided. - Independent use of basic punctuation. - Follow examples of reproduced taught text formats and organisations (cover, page no's) - Combine drawing and writing to create meaningful sentences on familiar topics. - Form simple sentences using word banks. - Write simple sentences in relation to personal experience.	- Use time adverbials. - Attempt to construct a coherent sentence with familiar vocabulary, articles, prepositions and conjunctions. - Use some grammatical structures e.g. subject – verb agreement, verb inflections. - Write longer sentences but writing reflects features of spoken language. - Combine ideas to produce meaningful statements, although they are not fully accurate. - Writing uses familiar vocabulary and sentence models which shows understanding of content of taught sessions. - Draw on first language to plan writing. - Construct simple connected text based on short description of events. - Attempt to write short texts in different genres.	- Can produce texts in a variety of genres. - Use a range of modal elements (would, should, could and might) and tenses (present continuous, simple past) to construct a text. - Identify spelling mistakes when editing their writing. - Combine sentences to produce clear and coherent paragraphs. - Write grammatical sentences on familiar topics. - Write stories and descriptions of personal experience in appropriate time sequence. - Use sample texts to scaffold content and structure writing. - Compare, contrast and summarise information. - Participate in shared writing or write independently. - Produce texts in a variety of genre using topic related vocabulary.	- Demonstrate full control over the use of grammatical conventions involving verbs, pronouns, subject-verb agreement, compound and complex sentences. - Write in clear, well-structured English across the curriculum using appropriate style and layout. - Use a variety of tenses to represent shifts in meaning. - Connect or integrate personal experiences with literary writing. - Express ideas and opinions effectively for the expectations of the age group. - Write reports using technical vocabulary. - Justify, defend, debate opinions based on supporting information and evidence. - Can plan writing with appropriate content and style for a particular audience. - Can review, revise and edit work with teachers or independently.