Burford Primary School
EAL Policy
January 2026

Policy/Document Number	Author	Publication Date	Review Cycle
214	Director of Inclusion	V1 January 2026	Every 2 years

EAL Policy

At Burford 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.

THE EAL 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).

Burford 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)

Burford Primary School's definition of the different stages of English as an Additional Language;

- A: New to English (requiring considerable support to access curriculum content)
- B: Early Acquisition (still need a significant amount of support to access the curriculum)
- C: Developing Competence (need ongoing support to access the curriculum fully)
- D: Competent (occasional support to access more complex curriculum material and tasks)
- E: Fluent (very little or no support required to access curriculum content and should be working at, or very near, age related expectations)

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 BURFORD PRIMARY SCHOOL

Burford Primary School is a single form entry setting located on the boundary between Nottingham City and Nottinghamshire County, drawing pupils from both local authority contexts. The school serves a linguistically and culturally diverse community, with 23 additional languages spoken; the most common are Urdu, Malayalam and Polish. Currently, 29.9% of pupils have English as an Additional Language (EAL), reflecting a significant proportion of the school population. Within this group, there is notable overlap with other areas of need: 29% of EAL pupils are also eligible for Pupil Premium, and 7% are identified as having Special Educational Needs and/or Disabilities (SEND). Additionally, 35% of EAL learners are at the early stages of English acquisition (Band A and B), indicating a high level of need for targeted language support. The school also experiences ongoing mobility, with 3% of pupils identified as new arrivals to the country, further shaping the provision required to support integration and language development.

IDENTIFICATION

At Burford Primary School we have adopted a whole-school approach to EAL policy and practice. All staff are committed to the principles and aims of this policy. Pupils identified as having EAL are, as far as it is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and Early Years Foundation Stage Curriculum and are integrated into all aspects of the school. All teachers are responsible for identifying pupils with EAL and, in collaboration with the EAL Lead and EAL teacher, will ensure that those pupils requiring

different or additional support are identified at an early stage. Assessment is the process by which pupils with EAL can be identified.

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.

GRADUATED RESPONSE AND EAL

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. At Burford Primary School, we have adopted a graduated response to meeting the needs of learners with EAL to ensure we are regularly reviewing the support in place for those acquiring English as an additional language. The support provided consists of a four part process. See Appendix 2 for a breakdown of the graduated response to meeting the needs of our bilingual and multilingual learners

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the acquisition of the language progresses. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

RESOURCES

Our school utilises a range of targeted resources to effectively support pupils with English as an Additional Language. The Bell Foundation framework is used to support the identification of need, inform assessment, and enable robust tracking of pupil progress in English language acquisition. This ensures a structured and consistent approach across the setting. In addition, resources from Twinkl are used to support the development of basic "survival" language, particularly for pupils at the early stages of acquisition. These materials help learners to quickly access essential vocabulary and classroom language, supporting both integration and participation in daily school life.

Staffing

Staff deployment is carefully planned to ensure that pupils with English as an Additional Language (EAL) are effectively supported across the school day. Class teachers maintain overall responsibility

for the progress and inclusion of all learners, using adaptive teaching strategies to make learning accessible and to promote language development within the classroom. Teaching assistants are strategically deployed to work alongside pupils, particularly those at the early stages of English acquisition, supporting understanding through modelling language, explaining key vocabulary, and reinforcing instructions. This in-class support enables pupils to access the curriculum while continuing to develop their spoken and written English.

Dual Language Resources
The school library is equipped with dual language books in a number of the school's community languages.

Visual Support
Communication In Print is used to make visual resources which enable pupils with limited English proficiency to access the curriculum, as well as to navigate day to day school life (for example choosing which lunch they would like during morning registration).

All classes have a visual timetable, and language focus classes also use visuals to support classroom organisation.

Peer Support
Where possible, new pupils with EAL are buddied with another child who shares their home language.

Pupil Premium and EAL
A large percentage of the school's pupil premium pupils are also EAL. Pupil Premium funding is deployed based on analysis of barriers to learning for disadvantaged learners and is not spent on a pupil by pupil basis.

Research has shown that the most effective way to raise attainment is through quality first teaching. A significant proportion of Pupil Premium Funding is therefore focused on staff CPD. It is our view that teaching strategies which support learners with EAL to access the curriculum in fact benefit all learners.

SPECIAL EDUCATIONAL NEEDS

At Burford Primary School we are very clear that SEN and EAL are not the same. If a child with EAL is making slower than expected progress we first consider the following factors:

- Language proficiency
  The child may be learning slowly due to limited experience in English. They may not have established sufficient proficiency in any language yet or, they may not be learning because their level of BICs has misled the teacher into setting tasks that are too abstract for the child's language level.
- Environmental stress factors
  These could be hindering learning both in and out of school. Examples are that the child may be experiencing racism either at home or at school or they may be stressed or traumatised. The family may be under a lot of stress, may have moved frequently or there may be conflicting demands in the home. It may be that the environment in the school is not inclusive and understanding.
- Access to the curriculum

There may be barriers created by the school that mean the child is not able to access the curriculum effectively. For example, the child may be discouraged from using his/her first language, there may be few visuals or gestures or the child may have been placed in an inappropriate set.

It is important to work through the list of possible hypotheses for the child's perceived learning difficulties and to keep a thorough record, including recording where information is not known.

Once other reasons for slow progress have been investigated, further assessments are used to identify specific learning needs for pupils with EAL. These include:

- NELI early language assessment
- Fine motor control handwriting assessment
- Maths assessment
- Phonics baseline assessment
- First 100 words assessment

PARTNERSHIP WITH PARENTS

Burford Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with EAL to achieve their potential. The school recognises that parents have a unique overview of their child's needs, and that this gives them a key role in the partnership.

The school aims to work in partnership with parents and carers. We do so by:

Parents are welcomed to the school during their child's initial induction meeting. They have a tour of the school (supported by a translator where possible) and are provided with key documents which explain the school's expectations (for example, of attendance, uniform and behaviour) and daily school routines and organisation.

These documents are supported by visuals as we understand that many parents may speak little, or no English.

The school uses a variety of methods to maintain ongoing communication with parents including:

- The translation of letters home and application packs
- Text messaging
- Class Dojo with translation function
- There are numerous opportunities each year for parents to become involved in the life of the school which include:
    - Workshops delivered by teachers to explain aspects of teaching (e.g. Phonics Workshops, Multiplication Test workshops and SATs briefings)
    - Pupil performances and celebrations events (e.g. Rock Steady concert, nativities, star of the week)
    - School open evenings.

At Burford Primary school we never use children or parents to support with the translation of any information that may be sensitive and/or confidential. If translation support is required, the school may be able to access an even wider range of translators via the New Communities Achievement

KEY RESPONSIBILITIES AND STAFF DEVELOPMENT

EAL Lead
The EAL Lead alongside other leaders in school are responsible for monitoring the progress and attainment of pupils with English as an additional language through; lesson visits, pupil and parent voice, book looks and analysis of assessment data.

They review and adapt the initial assessment and induction procedure to ensure it continues to meet the needs of pupils as well as providing the information needed by teachers to inform their planning.

The EAL Lead supports teaching staff by organising and/or delivering staff CPD in response to any issues arising from monitoring.

The EAL Lead attends EAL Network Meetings to ensure they remain informed about best practice in this area, and this information is disseminated to senior leaders and teaching staff as appropriate.

Teachers
Teachers are responsible for the attainment and progress of pupils with EAL in their class. They should raise any concerns over pupil progress with the SENDCo and EAL Lead.

Teachers are responsible for adapting the curriculum and providing resources to enable children with EAL to access learning.

EVALUATING THE SUCCESS OF OUR EAL POLICY

The EAL Governor will meet at least annually with the EAL Lead and the governor will report annually on the success of the policy against the specific objectives which are given under 'The EAL Aims of the School' at the beginning of this policy. The school adopts the Revise, Revisit, Refine and Refresh approach to ensure that the school is successfully meeting the needs of EAL pupils and parents, as well as suitable training and supporting staff.

COMPLAINTS PROCEDURE

Parents are encouraged to discuss any problems or concerns they may have with school. These should be raised initially with the pupil's class teacher as most problems can be resolved in this way, but if this does not happen, parents may raise concerns with the EAL Lead and/or the Head teacher. If the issue cannot be resolved the parents may follow school's Complaints Policy.

The EAL team at the school is:

HEADTEACHER: Mrs Lisa Lister
EAL Lead: Mrs Louisa Arnold
Chair of Governors: Mrs Karen Coker

Appendix 1

Proficiency in English Assessment

A: New to English

Pupils:

- Engage in highly scaffolded listening activities, learning basic classroom language
- and linking sounds to actions and meanings
- Show emerging competence in basic oral expression
- Demonstrate little or no knowledge of written English; taking first steps to engage
- with written and digital texts in English
- Demonstrate competence in managing basic, simple and isolated phrases
- Require considerable support to access curriculum content

B: Early Acquisition

Pupils:

- Show a developing autonomy in processing speech
- Show emerging competence in the ability to respond verbally in interactions with others
- Make sense of written text at word and phrase/sentence level, using visual information to help decipher meaning
- Demonstrate competence in producing simple sentences and paragraphs on familiar topics conforming to taught expectations
- Still need a significant amount of support to access the curriculum

During the New to English and Early Acquisition stages, the focus for teaching and support should be on effective communication and 'meaning making'. At these stages fluency and building confidence is more important than accuracy.

C: Developing Competence

Pupils in the English education system who are Developing Competence, have typically been learning English for between two and five years.

At this stage learners would typically be confident in communicating in English and would be starting to develop more control of functional language. Their spoken English, however, may not be particularly accurate, with surface errors sometimes continuing for a number of years.

Pupils:

- Show developing independence in the use of basic listening skills needed to engage with learning
- Demonstrate emerging competence in spontaneous expression and communication
- Draw on growing knowledge of vocabulary and grammar to engage with curriculum and related texts and tasks
- Demonstrate competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts
- Need ongoing support to access the curriculum fully

At this stage, the focus for teaching and support should be about increasing range and accuracy of language use. EAL learners who are Developing Competence need to be encouraged to notice key features of English and self-correct.

D: Competent

Pupils:

- Apply listening skills over an increasing range of contexts and functions
- Demonstrate competence in producing more varied and complex speech in a wider range of contexts
- Engage with curriculum related reading activities independently and productively in different subject areas
- Demonstrate competence in controlling the content and structure of writing with greater accuracy and with a fuller range of vocabulary and grammar
- Need occasional support to access more complex curriculum material and tasks

E: Fluent

Pupils:

- Demonstrate confidence in writing accurately and independently in a variety of genres
- Engage with curriculum-related reading activities independently and productively in different subject areas
- Show competence in fluent, creative use of spoken English
- Show an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance
- Need very little or no support required to access curriculum content and should be working at, or very near, age related expectations

At the Competent and Fluent stages, the focus for teaching and support should be about promoting more sophisticated uses of language, exploring how to control of genre and register, and varying style and format to adapt to different requirements and contexts.

These assessments are saved on INSIGHT and help to support leadership decision making, for example the allocation of resources and deployment of support staff.

Appendix 2

Graduated Response

ASSESS

Initial Assessment

New arrivals to the school who have English as an additional language (EAL) are assessed in the following areas, after a settling in period of a maximum of 4 weeks, at the school:

- Phonics awareness (English)
- Flash Academy Assessment tool based on the Bell Foundation Language Acquisition Bandings.

Proficiency in English Assessment

Teachers assess the Proficiency in English (PiE) of EAL pupils in their class three times per year; at the end of the Autumn 1, Spring 1 and the start of Summer 2 (to aid transition) terms. This assessment is completed using the Flash Academy Assessment tool which is supported by the Bell Foundation EAL Assessment descriptors and establishes a child's proficiency levels. See Appendix 1 for an outline of the Proficiency levels.

Statutory Assessments

The school carries out the following statutory assessments:

- EYFS: Assessment of Early Learning Goals
- Year 1: Phonics Assessments
- Year 2: SATS in Reading, Writing and Maths
- Year 4: Multiplication Check
- Year 6: SATS in Reading, Writing, Maths and Grammar, Punctuation and Spelling

All pupils in the Early Years Foundation Stage are assessed against the Early Learning Goals at the end of their Reception Year. Early Learning Goals for 'Literacy' and 'Communication and Language' must be assessed in English, but the other areas of the Early Years Foundation Stage curriculum can be assessed in a pupil's home language. To support this, in school translators are used if possible, and where this is not an option assessment is supported through the use of visuals where appropriate.

In some cases, it is not appropriate for a child who is very new to English to sit statutory tests, as they do not have enough English language to access the test. Teachers will make the decision on whether to disapply a child with EAL from statutory assessments based on their judgement of whether it is suitable for their needs.

The school follows statutory testing guidance and provides approved support to help pupils with EAL to access tests including, where guidance allows, the provision of translators and/or readers e.g. in maths assessments, additional time (for pupils with low writing or reading speed) and scribes.

Internal Assessments

The school carries out termly assessments in Reading, Writing, Maths and Spelling, Punctuation and Grammar (see Assessment Policy for further information). If a pupil with EAL is unable to access the tests provided, teachers instead provide a teacher assessment level as well as complete the Bell Foundation assessment resources to monitor their progress in language acquisition. This is

supported by their knowledge of the pupils' performance in class, as well as other assessments such as half termly phonics assessments.

PLAN AND DO

Across school, classes are taught based on year group classes and we currently have one class in every year group.

We use the Sounds-Write synthetic phonics programmes for our delivery of phonics across Key Stage 1 and Spelling Bee across Key Stage 2.

Within year groups, the focus is on language immersion and strong modelling of spoken English skills by adults. Teaching and Learning staff use a variety of strategies to support EAL learners to access the curriculum. These include:

- The use of visuals and opportunities for oral rehearsal to support understanding and language development
- Focus on the explicit teaching of vocabulary (e.g. Word Aware, Talking Toolkit based on the Tower Hamlets 'Progression in Language Structures' document, Colourful Semantics)
- Use of peer support from 'same language buddies'
- Effective feedback, including recasting/remodelling of spoken English.
- Pre and post teaching of key skills and vocabulary for pupils that require additional support.
- The use of specific language intervention for pupils with EAL that are not making the expected progress in English language development and have been assessed as requiring additional support (e.g. identified SEND including speech and language difficulties). These include NELI.

Teachers have high expectations of all pupils, and plan work in order to meet the cognitive and language needs of each child. The focus is on enabling EAL pupils to make the progress necessary in order to help them close any attainment gap they may have in comparison to non-EAL peers.

Classroom organisation supports independent learning by ensuring resources are easily accessible for all pupils. All classes should ensure that resources are clearly labelled, and labels should include images of resources to reinforce this language development.

Higher achieving EAL pupils should be supported in their learning by effective adaptations which matches learning to pupils' cognitive needs. The Bell Foundation assessment materials can be used to identify next steps in language learning for all EAL pupils, ensuring that teachers have a clear understanding of EAL language progression.

The teaching of vocabulary underpins learning in all areas of the curriculum and school life. Teaching and Learning staff should maximise every opportunity for language learning, in both planned and incidental interactions with pupils i.e. whether within lessons or in the dinner hall.

Progression and guidance documents for each subject, outline the tier one, tier two and tier three vocabulary to be taught each half term. This ensures that pupils with EAL are able to build on their cognitive academic language proficiency, with the aim of supporting EAL pupils to become fluent English speakers who can access the curriculum at an age appropriate level with no additional support.

REVIEW

In addition to the standard assessments used within school (please refer to the Assessment Policy), pupils with EAL are also assessed in line with the DfE Proficiency in English codes three times a year (Autumn, Spring and Summer assessment points). These assessments are supported by the Bell Foundation Assessment.

Proficiency in English levels are compared to a child's length of time in English schooling, and targets are set based on the aim of supporting children with EAL to develop Cognitive Academic Language Proficiency (CALP) within five years. Research suggests that "It takes learners at least five years to develop CALP. Research from Collier and Thomas (1995) has shown that it may take children with no prior instruction or no support in native language development at least seven years to develop CALP."

We also aim to ensure that pupils with EAL are able to develop their Basic Interpersonal Communication Skills (BICS) in English in between six months to two years. "Basic Interpersonal Communication Skills (BICS) refer to linguistic skills needed in everyday, social face-to-face interactions. For instance, the language used in the playground, on the phone, or to interact socially with other people is part of BICS. The language used in these social interactions is context embedded. That is, it is meaningful, cognitively undemanding, and non-specialised. It takes the learner from six months to two years to develop BICS."

The curriculum is adapted where necessary to ensure that pupils with EAL access learning at a level appropriate to their language and cognitive needs. For example, the NELI programme offers a range of age appropriate images to build up talking, reading and writing for New to English classes to use to support learning in English lessons.