Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'

St. Peter's
CE Primary Academy

English as an Additional Language Policy

Policy Date: September 2026

Review Date: September 2027

Rationale

We celebrate that there are a significant number of bi-lingual children within St.Peter's community. They are able to participate fully in all areas of the curriculum. Many of their learning needs are similar to those of other children learning in our school. However, these pupils also have distinct and different needs from other pupils by virtue of the fact that they are learning in and through an additional language, whilst also learning that language. Pupils learning EAL are not a homogeneous group therefore these children are assessed upon entry to determine the level of support that they require. We also consider the background information gathered during the initial intake and other important factors that may impact on the pupil's learning and knowledge;

e.g.

- The age at which pupils enter the educational system;
- Proficiency and student achievement in first language
- Prior schooling experience
- Health, physical and other characteristics that may impact learning
- Involvement of parents and carers
- Family and cultural values

Everything is done to ensure they have settled in well. Pupils learning English as an Additional Language are entitled to the full National Curriculum Programmes of Study. At St. Peter's the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all children to achieve the highest possible standards and we do this through taking account of each child's life experiences and needs.

Definition of English as an Additional Language (EAL)

The term EAL is used to describe a diverse group of pupils for whom English is an additional language.

The government's definition of an EAL learner includes anyone who has been exposed to a language other than English during early childhood "and continues to be exposed to this language in the home or the community". Many EAL learners are UK-born.

Objectives

The objectives of our policy are:

- To identify and monitor children's individual needs to ensure that the necessary provision is established and then monitored;
- To assist and support all EAL pupils in their acquisition of English language skills;
- To ensure EAL learners are supported effectively to have access and engage in all aspects of the national curriculum;
- To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate;
- To develop staff expertise.

Roles and Responsibilities

The 'responsible persons' for EAL at the academy are:

- Oliver Martindale – Executive Headteacher
- Harriet Morris – Head of School
- Karen Roper – SENCo
- Suzy Edwards- EAL Lead

The Governing Body play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's EAL policy;
- They are up to date and knowledgeable about the school's EAL provision, including how funding, staffing and resources are deployed;
- The quality of provision is continually monitored.

The Governing Body will:

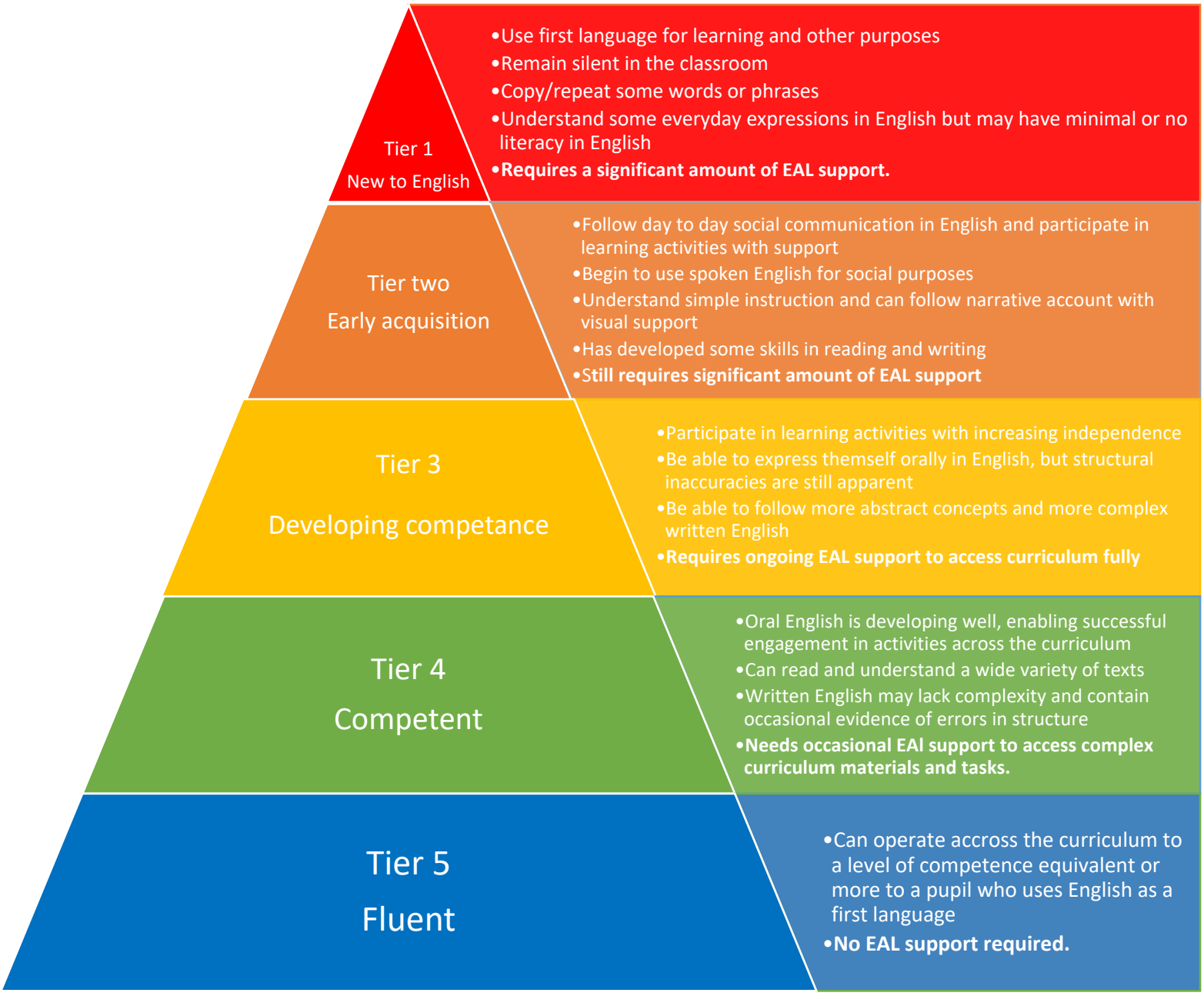
- Ensure that the necessary provision is made to meet the needs of all our pupils.
- Ensure that teachers in the academy are aware of the importance of identifying and providing for all pupils in their care.
- Ensure that parents/carers are notified of a decision by the school's that specific provision is being made for the child.

The SENCo/EAL lead, the Head of school and Executive Headteacher will ensure that procedures are in place to identify pupils' needs, including:

- Ensuring that all staff are supporting the identification, teaching and assessment of pupils with EAL;
- Overseeing and maintaining resources for a range of EAL needs;
- Ensuring that all staff have continued professional development relating to EAL;
- Working in close partnership with parents/carers;
- Monitoring, evaluating and reporting on the provision for all pupils to the governing body;
- Co-ordinating the range of support and interventions available to children.

Access to the Curriculum

Upon entry all EAL learners are assessed to determine the level of support that they require and categorised into one of five tiers.



At St Peter's, we are committed to providing a broad and balanced curriculum, based on the National Curriculum for those pupils of compulsory school age. In all cases, class teachers will be responsible for the teaching and learning of pupils and ensure that work is appropriately planned and differentiated. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

Personalisation of Learning to Meet Tier 1 and Tier 2 needs.

The EAL teaching at St Peter's Primary School focuses on individual pupil's needs. Pupils in Tier 1 and Tier 2 may also receive intervention such as Racing to English and Nuffield Early Language Intervention (NELi). Progress will be assessed and reported termly.
Differentiated planning is put into place to support the EAL children across all areas of the curriculum.

Strategies of support to ensure Curriculum access for all EAL pupils

- Key vocabulary is taught at the beginning of a new topic
- Children learn and practise grammatical structures and sentence building using the topic vocabulary.
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Collaborative group work
- Discussion provided before and during reading and writing activities
- Regular feedback from staff
- Opportunities to focus on the cultural knowledge explicit or implicit in texts
- Learning progression moves from concrete to abstract

Parent/Carer Voice

Parents/carers are important partners in the effective working relationship with the academy in raising their child's attainment. The school strives to ensure that parents/carers are fully involved in the assessment and decision-making process in the academy. Parents'/carers' contribution to their child's education is valued highly by the staff in the academy.

Complaints Procedure

If parents/carers have a complaint concerning provision for their child, the first port of call is the class teacher. The class teacher will then contact the EAL lead. If parents feel the problem is not resolved they should contact the EAL lead directly. If the problem is then not resolved the next contact is the Head of School/Executive Headteacher.