

Wallace Fields Infant School and Nursery



English as an Additional Language (EAL) Policy

REVIEW DATE:

SUMMER 2026

NEXT REVIEW DATE:

SUMMER 2029

1. Policy Purpose and Rationale

Wallace Fields Infant School & Nursery is committed to ensuring that pupils who use English as an Additional Language (EAL) are supported to access an ambitious curriculum, make strong progress from their starting points and achieve outcomes that reflect their potential.

We recognise linguistic diversity and bilingualism as strengths. Pupils who use EAL bring valuable cultural, linguistic and lived experiences which enrich the school community, and we are committed to ensuring that they feel safe, welcomed and valued. This includes acknowledging and celebrating pupils' home languages and cultural backgrounds.

This policy outlines the school's whole-school and classroom-level approaches to meeting the needs of EAL pupils within a framework of inclusion, high expectations and consistent practice. It supports effective planning, teaching, assessment and the use of appropriate resources to maximise attainment and progress.

Wallace Fields Infant School & Nursery is dedicated to providing appropriate teaching and targeted support for pupils who use EAL, including those at risk of underachievement. By identifying individual needs and building on pupils' existing skills and experiences, we ensure equal access to the curriculum and enable all EAL pupils to thrive academically and personally.

2. Legislative and Statutory Context

This policy is informed by and should be read in conjunction with the following statutory and non-statutory guidance:

- **Equality Act 2010 and the Public Sector Equality Duty (PSED).** The school has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.
- **The National Curriculum inclusion statement.** Teachers must set suitable learning challenges, respond to pupils' diverse needs and overcome potential barriers to learning. This applies to all pupils with EAL across all subjects.
- **Keeping Children Safe in Education.** Staff should be aware that pupils who speak English as an additional language may face particular safeguarding vulnerabilities, including those who are new to the UK, refugees, asylum seekers, victims of trafficking, or those who have experienced trauma. Language barriers may affect a pupil's ability to disclose concerns. This policy should be read alongside the school's Safeguarding and Child Protection Policy.
- **DfE EAL Proficiency Codes (A–E).** Schools are required to record and submit EAL proficiency data via the School Census using the DfE's five-point scale: A (New to English), B (Early Acquisition), C (Developing Competence), D (Competent) and E (Fluent). This data informs national monitoring and school-level accountability.

3. Definition of EAL

A pupil is identified as having English as an Additional Language (EAL) if they are exposed to a language at home that is known or believed to be other than English. This identification does not indicate level of fluency and does not imply a learning difficulty.

Pupils who use EAL may:

- Be new to the UK education system
- Have experienced interrupted schooling
- Be fluent bilingual speakers requiring support with academic language
- Have been educated entirely in England but speak another language at home

Understanding each pupil's background, experience and stage of language development is central to effective provision.

4. Whole School Principles

Provision for pupils who use English as an Additional Language (EAL) is underpinned by the following principles:

- **EAL provision is a whole-school responsibility.** All staff share responsibility for supporting pupils who use EAL.
- **Pupils with EAL are entitled to equal opportunities for success.** They should have access to an ambitious curriculum and high aspirations alongside their English-speaking peers.
- **High-quality mainstream teaching has the greatest impact.** Well-planned, inclusive classroom practice provides the best environment for both language development and academic success.
- **Additional support is planned within high-quality teaching.** The focus, timing and delivery of support are integral to curriculum and lesson planning.
- **Pupils with EAL have diverse needs.** Provision must be flexible and responsive to pupils' prior education, proficiency in English, literacy in their first language and individual experiences.
- **Language development is integral to learning across the curriculum.** Staff explicitly plan for and model subject-specific and academic language in every subject.
- **Academic language develops over time.** While social fluency may develop quickly, sustained support is needed to achieve full curriculum proficiency.
- **Adaptation removes barriers without lowering expectations.** Teaching strategies support access while maintaining high academic standards.
- **First languages and linguistic diversity are valued.** Pupils' home languages, identities and cultures are recognised as strengths and used to support learning where appropriate.
- **EAL is distinct from SEND.** Having a home language other than English is not a learning difficulty; pupils are only placed on the SEN register where identified SEND is present.

These principles ensure consistent, equitable practice, enabling pupils who use English as an Additional Language to access learning, develop language proficiency and achieve their full potential.

5. The Context of the School

Here at Wallace Fields Infant School & Nursery we hold a range of information about pupils who speak English as an additional language in order to support their academic and pastoral needs. As part of the admissions process, information is gathered about the languages spoken at home and pupils' ethnicity. Details of pupils' previous educational settings are also recorded to help the school understand their prior learning experiences.

This information enables the school to develop an informed understanding of each pupil's linguistic background and to plan appropriate support to ensure effective inclusion and access to the curriculum.

A significant proportion of pupils in our school have English as an additional language, with figures typically ranging between 30–40% and varying slightly from year to year. Pupils who speak English as an additional language represent a wide range of home languages, reflecting the diverse nature of the school community.

The EAL cohort includes both pupils who were born in the UK and those who are new arrivals to the country. Some pupils are part of larger language groups within the school Mandarin and Cantonese are the largest group of languages spoken other than English followed by Spanish. This diversity requires a flexible and inclusive approach to support pupils' linguistic, academic and social development.

6. Curriculum Intent for Pupils with EAL

The curriculum at Wallace Fields Infant School & Nursery is designed to develop and grow our students into the happy, safe and empowered people that we know they are capable of becoming. Our vision is to provide them with breadth and balance in their curriculum experiences and to ensure that every student's needs are met, including those with EAL, so that they are prepared for the challenges they may face in life and are empowered to change their lives for the better. The school's intention is that EAL pupils will:

- Access the full breadth of the curriculum alongside their peers
- Develop confidence and fluency in spoken and written academic English
- Acquire the subject-specific language necessary for success in each discipline
- Build independence, resilience and a strong sense of belonging
- Make sustained progress over time, regardless of starting point

Curriculum planning and provision take account of pupils' prior knowledge, experiences and skills, and reflect their religious, cultural and linguistic backgrounds. Planning is designed to ensure learning is meaningful, inclusive and accessible while maintaining high expectations. Staff use a range of strategies to support language development and enable pupils to engage fully with the ambitious curriculum.

7. Leadership, Roles and Responsibilities

Governing Body

- Holds leaders to account for the progress and inclusion of EAL pupils, ensuring effective oversight and accountability
- Ensures compliance with equality and inclusion duties
- Receives an annual report on EAL pupil outcomes

Senior Leadership Team

- Promotes a culture of high expectations for all pupils
- Allocates resources and training to strengthen classroom practice
- Ensures EAL provision is embedded within whole-school policy, curriculum and CPD

- Monitors the impact of EAL provision on pupil outcomes across the school

EAL Lead

- Oversees identification, assessment and monitoring of pupils with EAL
- Ensures staff are informed about pupils' linguistic backgrounds, prior education and additional needs
- Provides guidance and advice on effective classroom strategies to support language development
- Supports teaching staff to evaluate and refine classroom strategies and continually evaluates and refines EAL provision to ensure high quality support and positive outcomes

Teachers and Support Staff

- Recognise that all teachers are language teachers and support language development through all lessons
- Take responsibility for knowing the needs of all of their learners
- Adapt teaching to support access, understanding and participation

8. Identification, Assessment and Review

Pupils who use English as an Additional Language (EAL) are identified at admission through parental information, prior school records and information gathered about pupils' linguistic competencies, home languages, previous educational experience and family and biographical background.

English language proficiency is assessed across speaking, listening, reading and writing. For new arrivals, progress in the acquisition of English is monitored using the Bell Assessment Framework.

In addition to internal assessment tools, the school records each EAL pupil's English language proficiency using the DfE's five-point proficiency scale (A–E) for submission via the School Census. This data is updated and informs both school-level planning and national monitoring of EAL outcomes.

- Assessment focuses on progress over time and informs teaching, adaptation and support strategies. Assessment is used to support ambition and inclusion, not to withdraw pupils from high-quality curriculum experiences.
- Staff have termly opportunities to liaise and discuss the progress, needs and targets of pupils with EAL. Teachers work collaboratively within year group teams and meet with the EAL Lead to review assessment information, identify next steps and agree appropriate support strategies.
- Relevant information about pupils' language development, background and needs is shared with all staff who work with the pupil through communication within year group teams, ensuring consistent and informed support.
- Information is reviewed regularly to ensure provision remains adaptive, responsive and effective.
- Staff are encouraged to use inclusive assessment approaches and to adapt tasks, materials and expectations so that pupils with EAL can demonstrate understanding and skills fairly.

- The school is committed to ensuring that pupils with EAL are not inappropriately identified as having SEND due to language acquisition rather than learning difficulty. A clear distinction is made between EAL and SEND, and decisions are taken in consultation with relevant staff. Where there is uncertainty, advice is sought from the Surrey REMA (Race Equality and Minority Achievement) team. Where an underlying SEND is identified, provision is planned in collaboration with appropriate stakeholders.
- Staff are alert to the safeguarding vulnerabilities that may affect some EAL pupils, including those who are newly arrived, refugees, asylum seekers, unaccompanied minors or those who have experienced trauma or interrupted education. Language barriers may affect a pupil's ability to disclose concerns. Where safeguarding concerns are identified, these are managed in accordance with the school's Safeguarding and Child Protection Policy and referrals are made to the Designated Safeguarding Lead without delay.
- Talents across a wide range of areas—including problem-solving, creativity, leadership, mathematics and the arts—are recognised and valued, even where pupils are not yet fully fluent in English.

DFE proficiency in English codes.

A- New to English

May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B -Early acquisition

May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C -Developing competence

May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent.

Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D- Competent

Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks

E- Fluent

Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

N- Not yet assessed

- For learners who have joined the school close to census day.

9. Teaching, Learning and Classroom Provision

Teaching and learning for pupils who use English as an Additional Language (EAL) is underpinned by the understanding that pupils' academic progress and potential are not limited by their current proficiency in English. High expectations are maintained at all times, with teaching planned to develop both subject knowledge and language.

Teachers support pupils who use EAL by:

- Planning lessons with clear learning objectives that focus on both curriculum content and the language needed to engage with and demonstrate understanding.
- Explicitly teaching key vocabulary and language structures, including the specific forms of language and text used within each curriculum area.
- Modelling high-quality spoken and written English, ensuring pupils are exposed to clear examples of academic and subject-specific language.
- Providing scaffolding for language and learning, including structured talk, sentence starters and writing frames, to support pupils in expressing their ideas.
- Encouraging discussion, collaboration and purposeful talk, including opportunities for oral rehearsal. Where appropriate, pupils are encouraged to use their first language to support thinking and learning.
- Ensuring pupils can demonstrate understanding in a range of ways, recognising that spoken or written English may not yet fully reflect their subject knowledge.
- Maintaining appropriate levels of cognitive challenge, ensuring expectations are not reduced when scaffolds are put in place to support access.
- Recognising that academic language develops over time, and planning teaching sequences that provide sustained support for pupils to develop full curriculum fluency.
- Ensuring that any withdrawal from lessons is time-limited, purposeful and directly linked to learning taking place in the mainstream classroom.

These approaches ensure that pupils with EAL are actively engaged in lessons, able to access the full curriculum, and supported to develop both their subject knowledge and proficiency in English.

10. Resources

The school provides and deploys a wide range of resources to support pupils who use English as an Additional Language (EAL), ensuring access to learning, development of language proficiency and high levels of academic challenge.

- The school has invested in a range of specialist EAL resources, including bilingual books, Widgit software and supported materials, and the WellComm intervention programme, all of which are used to support language development and curriculum access.
- Assistive technology is used as a scaffold for pupils in the lower bands of English proficiency, supporting understanding, communication and participation in lessons.
- Staff across the school use a wide range of classroom resources to support EAL learners, including games, visual materials, adapted tasks, key vocabulary word mats and audio-visual resources .
- Visual supports are used consistently across the school, including visual timetables, labelled environments, dual-language resources, vocabulary presented alongside visuals and adapted materials.
- Resources are selected and adapted to support explicit teaching of vocabulary and language structures, provide scaffolds such as sentence starters and writing frames, and enable pupils to demonstrate understanding in a range of ways.
- Displays and learning resources across the school reflect the linguistic and cultural diversity of the school community.
- The school also accesses specialist support from REMA to provide guidance, assessment support and professional advice to staff in order to further strengthen provision for pupils who use EAL.
- These resources are used flexibly and purposefully within high-quality teaching to remove barriers to learning while maintaining high expectations for all pupils.

11. Inclusion, Behaviour and Personal Development

The school recognises that some pupils who use EAL may experience additional challenges relating to confidence, communication or transition. The school operates a buddying system for newly arrived pupils. Pupil buddies support transitions, work alongside new pupils in lessons, and offer guidance during break and lunchtimes.

Through regular check-ins, Leaders ensure that pupils:

- Feel safe, welcomed and valued
- Build positive relationships with peers and staff
- Develop confidence to participate fully in school life

This contributes to positive behaviour, strong attendance and growing independence.

12. Partnership with Parents, Carers and the Wider Community

The school works in close partnership with parents, carers and the wider community to ensure that pupils who use English as an Additional Language (EAL) feel welcomed, supported and valued, and that families are confident and engaged members of the school community.

- The school ensures that the admission process, assessment and support of new arrival pupils and their families is welcoming and inclusive. From the outset, pupils and families are supported to understand school routines, expectations and available support, helping them to feel confident within the school community.
- All communication with parents and carers is clear, respectful and accessible. Where language barriers exist, additional support is provided, for example, with understanding key documents and parents' evening.
- The school takes account of parents' and carers' linguistic, cultural and religious backgrounds when developing strong home-school links. Staff build positive relationships with families, respect cultural practices and value parents' knowledge of their children. The school values the contributions of all families and promotes opportunities for families to share their experiences and knowledge.
- Families are encouraged to continue using home languages to support learning, identity and wellbeing.
- Relevant staff work closely with families to ensure that information is shared effectively and that pupils' academic, pastoral and emotional needs are understood and supported.

Through clear communication, inclusive practices and respectful collaboration, engagement with parents and carers strengthens pupils' progress, wellbeing and sense of identity, and supports positive outcomes for pupils who use English as an Additional Language.

13. Staff Training and Professional Development

The school is committed to ensuring that provision for pupils who use English as an Additional Language (EAL) is effectively delivered, well-coordinated and continuously improved. Responsibility for the progress, inclusion and wellbeing of pupils with EAL is shared by all staff, and all members of the school community are expected to contribute to high-quality inclusive practice.

The school actively encourages and supports staff to engage in ongoing professional development that:

- builds confidence in supporting pupils who use EAL
- promotes consistent and effective classroom practice
- encourages reflection on what works well and why

The EAL Lead attends the EAL network meetings regularly and shares feedback, guidance and updates with the wider staff team to ensure current best practice informs classroom teaching and whole-school approaches.

Through targeted professional development, collaborative practice and strategic planning, the school ensures that EAL provision is secure, sustainable and embedded across the school.

14. Monitoring, Evaluation and Impact

The school adopts a structured and reflective approach to monitoring and evaluating provision for pupils who use English as an Additional Language (EAL), ensuring that provision is responsive, effective and focused on securing positive outcomes.

Target setting for pupils with EAL is informed by assessment using the Bell Assessment Framework, which identifies pupils' current levels of English language acquisition. Targets are set to support progression in listening, speaking, reading and writing. These targets are established in the autumn term and reviewed in the summer term to monitor progress and identify next steps.

Monitoring progress is carried out using the Bell Assessment Framework and recorded on a whole-school tracking system. This enables leaders and staff to maintain an overview of pupils' language development across year groups. Teaching staff contribute to assessments, and targets are reviewed and adjusted at class and year-group level to support ongoing development.

Evaluation of EAL provision is led by the EAL Lead in collaboration with the wider staff team. The effectiveness of provision is evaluated using a range of evidence, including:

- progress and attainment information
- attendance and behaviour patterns
- lesson visits and work scrutiny
- pupil and parent feedback

This collaborative approach ensures that strategies are regularly reviewed and refined to meet the changing needs of pupils with EAL so that they are supported to thrive both academically and personally.