

# **Falcons Primary School**



**FALCONS**  
PRIMARY SCHOOL

## **English as an Additional Language (EAL) Policy**

### **June 2025**

## **School Vision and Ethos Statement**

We encourage all members of the Falcons Community to respect one another, to know that everyone has an important part to play in making the school as good as it can be, to take responsibility and be responsible, to strive for excellence and to try one's best in everything we do.

Our vision for Falcons Primary School is to be recognised as a school that values uniqueness, where children are provided with the skills to enable them to become:

- \* Successful learners
- \* Responsible citizens
- \* Creative thinkers and
- \* Reflective individuals

### **SIKH ETHOS**

The school draws on the teaching of the Sikh faith and is committed to providing not only an academic education, but one that will also encompass an underlying message of unity, equality and respect. High morals, discipline, love, compassion and selfless service towards all regardless of faith, gender or colour. Falcon School will embrace a universal, inclusive approach to spirituality.

### **AIMS**

To achieve our vision, we aim for all pupils, staff, governors and parents to:

- Work in unity to make Falcons School a welcoming, stimulating and successful school. Encourage good manners, self-discipline and the desire to be enthusiastic learners who grow into forward thinking responsible citizens who respect, value and care for themselves and others.
- Provide an ethos with clear boundaries and expectations, enabling all children to succeed and to reach their full potential confidently, in a safe and supportive environment.
- Become excellent lifelong learners who are independent and prepared for the wider world and aim high to achieve aspirational goals.

***This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

## Introduction

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. At Falcons, we take a whole school approach to our school ethos and values, the curriculum, anti-bullying and promoting language acquisition. The government's definition of an EAL learner is:

*'A child with English as an additional language is one who was exposed to a language other than English during their early years and continues to be exposed to this language in the home or in the community.'*

## Aims

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

## School Context

Falcons Primary School is situated to the north of the city of Leicester serving a community that is rich in a diversity of language, faith and culture. At the present time we have approximately 338 children on roll. For about 66% of the children English is an additional language, the first language for the majority of the children being Panjabi.

The school collects Information about:

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational experience
- Pupils' family and biographical background

## Key Principles of additional language acquisition

*'EAL pupils have a right to access the National Curriculum and the Early Years Foundation Stage. This is best achieved within a whole school context. Pupils learn more quickly when socialising and interacting with their peers who speak English fluently and can provide good language and learning role models.'* **Ofsted 2014**

- The home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use it in the school environment particularly for New Arrivals wherever possible.
- Although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to **seven** years.

- There are three main EAL groups, which include:
  - Beginner Learners – Children who are in their first two years of learning English.
  - Intermediate Learners – Children who have been learning English for between two and five years.
  - Advanced Learners – Children who have had most or all of their school education in the U.K.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional language.
- A clear distinction should be made between English as an additional language (EAL) and Special Educational Needs and Disabilities (SEND).

### **Assessment**

All EAL pupils are entitled to assessments as required. This includes an initial assessment within the first few weeks of arrival in school and continued ongoing assessment. Progress in the acquisition of English for children at certain levels will be assessed and monitored using the Nassea EAL Assessment Framework.

### **Planning, Monitoring and Evaluation**

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates curriculum objectives, which take into account whether the child is a beginner, intermediate or advanced EAL learner.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, staff take into account the linguistic, cultural and religious backgrounds of learners.

### **Teaching Strategies**

Classroom activities have clear learning objectives and use appropriate strategies to support EAL learners to participate in lessons and access the mainstream curriculum.

- Key language features of each curriculum area, e.g. key vocabulary, language functions and forms of text are identified.
- Opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. This is alongside collaborative activities that involve purposeful talk and encourage and support active participation.

- The classroom is organised so that pupils have access to effective staff and peer models of spoken language. This includes placing EAL learners in appropriate groups.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, diagrams and graphic organisers.
- Additional verbal support is provided, e.g. repetition, modelling and opportunities for oral rehearsal.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames, models and graphic organisers.

### **Special Educational Needs and Disabilities and Gifted and Talented Pupils**

- Most EAL pupils needing additional support should not be assumed to have SEND.
- Should SEND be identified, EAL pupils have equal access to school's SEND provision.
- If EAL pupils are identified as More Able, they have equal access to the school's more able provision.

### **New Arrivals**

Prior to admission (once all the relevant forms have been completed) the class teacher will meet with parents to discuss and share relevant information and provide a tour of the school. At this point any parental questions are answered and a pupil profile is built. Any pupil information regarding Special Educational Needs and Disabilities (SEND) will be shared and discussed with the SENDCO.

The class teacher will introduce the new arrival to their class and share what language they speak, encouraging other pupils to learn greetings in this language. Class teachers will prepare buddies to support the new arrivals in their first two weeks at school.

On arrival, the child will be assessed by the class teacher using the descriptors from the Nassea EAL Assessment Framework.

Where appropriate, a pupil may be placed in a small intervention group to learn to understand and use key basic English. Their progress in this will be monitored by the class teacher on an ongoing basis and the provision adapted as needed.

### **Parental Involvement**

Ongoing informal discussions will take place between Class teacher and the parents regarding the child's progress.

Staff strive to encourage parental involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.

- Identifying linguistic, cultural and religious backgrounds of pupils and establishing contact with wider community where possible.
- Celebrating and acknowledging the achievements of EAL pupils in the wider community.
- Recognising and encouraging the use of first language.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.

### **Roles and Responsibilities**

All staff are responsible for ensuring that all pupils, including EAL pupils achieve their full potential. These responsibilities will be detailed in the job descriptions of all staff. Staff will be kept up to date with current, local and national EAL updates. There will be regular training for all staff on the needs of EAL learners.