



Brady Primary School

EAL Policy



‘Inspiring teaching for ambitious learners’

Reviewed September 2025



Aims of Brady Primary School

“Inspiring teaching, for ambitious learners”

At Brady Primary School our 4 core values are Dedication, Inspiration, Respect and Achievement. These help us to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self-worth, self-confidence, the ability to take responsibility for their own individual actions, and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support pupil's learning.
- To give pupils access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment, teaching and learning.

Equal opportunities and Inclusion

At Brady Primary school, we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

We are committed to promoting learning and teaching environments, for all that embed the values of inclusive educational practices.

Through a child-focused approach, we aim to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

Rationale

All pupils should be provided with effective learning opportunities based on the principles of:

- setting suitable learning challenges;
- overcoming potential barriers to the learning and assessment of pupils;
- responding to pupils' diverse learning needs.

Throughout this policy, the term English as an Additional Language (EAL) will be used to refer to pupils who speak English as a second or third language. The term bilingual will not be used here: this indicates that a person uses two languages on a regular basis but does not specify the fluency with which they are used or whether or not one language is dominant over the other.



The planning and delivery of the curriculum should take account of the language and learning needs of all pupils, providing equality of opportunity and inclusion for all. This policy specifically addresses the provision to be made

for pupils with EAL, as outlined in *QCA A Language in Common 2000*, and provides opportunities for children making progression in learning English.

Provision

- The school will nominate a named person as the EAL co-ordinator.
The named person at Brady Primary is Avani Shah
- The school's EAL co-ordinator will liaise with class teachers to maintain a regularly updated register of pupils with EAL and their level of English acquisition (using QCA levels if pupils are working below age-related expectations for Y2).
- The EAL co-ordinator will work with class teacher(s) in order to assess pupils' needs to help teachers plan and implement appropriate provision.
- Pupils with EAL will be able to participate fully in the school's broad and balanced curriculum.
- Pupil achievement will be monitored via a target-setting system using guidelines from *QCA A Language in Common 2000*, as appropriate.
- The class teacher will make effective arrangements for assessing attainment and progress, with support from the EAL co-ordinator.
- Each class teacher will be expected to take responsibility for the pupils in their class, with support from the EAL co-ordinator.

Philosophy

EAL pupils are simultaneously learning to use the English language whilst learning curriculum content through the medium of English. For this reason, EAL pupils benefit from being placed in a safe, mainstream environment in which tasks are clearly contextualised and suitably challenging.

The following are examples of good practice to be used across the curriculum:

- Providing enhanced opportunities for speaking and listening through small-group collaborative tasks.
- Providing effective teacher/peer models of spoken and written language, giving pupils opportunities to absorb receptive language before being required to produce language.
- Providing an environment in which pupils feel welcome and confident through the use of engaging activities and displays that reflect pupil diversity and support language development.
- Assessing the language and learning demands of curriculum content in terms of key concepts, vocabulary and structure and providing subsequent support through use of visual materials, bilingual support materials and writing scaffolds.
- Planning for pupils with EAL will include references to differentiation, e.g. writing frames, bilingual key word lists, visual materials, etc.
- Paying attention to grouping strategies, selecting mixed ability groupings that provide EAL pupils with good models of speaking, reading and writing.
- As appropriate, using pupils' first language to support learning by activating prior knowledge thus encouraging further conceptual development.



- ~~Providing short-term induction support for learners with limited English in order to encourage the development of basic social language, basic literacy skills.~~
 - Providing ongoing support for more advanced learners of EAL through, for example, explicit teaching of a wide range of genres and registers, providing opportunities for pupils to redraft work (see Ofsted document "More advanced learners of English as an additional language in secondary schools and colleges").
 - Selecting and using good quality visual aids and culturally relevant resources.
- Running various interventions across the school led by groups of support staff guided by the EAL lead

Admissions and induction

- Background information about the pupil will be gathered via a pupil/parental meeting prior to the official start date and shared with key personnel.
- The school will provide a welcoming environment for newly-arrived pupils with EAL, ensuring that peer buddies are allocated and pupils are familiarised with the physical structure of the school.

A model sequence for admissions and induction procedures is outlined in Appendix B.

Prioritisation for support

We will aim to provide support for students with EAL under the following headings:

1. Newly arrived students with little or no English
2. Students at end of key stage working well below age-related expectations because of EAL
3. Students who are identified by the school as not making sufficient progress due to having EAL
4. Students who need specific help with grammar and syntax in lessons. Where this support involves withdrawing students from class, this will be time-limited and will be measured for impact.

Students with EAL who may also have special educational needs will be referred to the school's SENCo

Links with parents

Key documents can be available in translated version on request and the school will contact translation/interpreting services as necessary.

Monitoring and evaluation

Pupils with EAL will be identified and details will be collated. All staff will be made aware of these details and the child's level of English acquisition as staff are expected to take responsibility for the language needs of the pupils with EAL in their class. The effectiveness of current practice will be monitored through regular target-setting and the analysis of pupil attainment levels.

Practice within this policy links to the schools' PSHE, Citizenship, Inclusion and Equal Opportunities statements and Social, Moral, Spiritual and Cultural guidance.



Appendix A

Working definitions

EAL stands for English as an additional language and recognises the fact that many children learning English in schools in this country already know one or more other languages and are adding English to that repertoire.

Bilingual is used to refer to those children who have access to more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages.

Advanced learner of EAL is a term used by Ofsted to describe children who have had considerable exposure to English and are no longer in the early stages of English language acquisition. These are children, often born in this country, who appear to be fluent in ordinary everyday conversational contexts, but who require continued support in order to develop the cognitive and academic language necessary for educational success.

Minority ethnic group is used in this publication for all those groups other than the white British majority. Although children from these groups may well form the majority in some school contexts, they are still members of groups in a minority nationally and will continue to be referred to as children from minority ethnic groups. Most children learning EAL are from minority ethnic groups. School Census data shows that only a very small percentage of EAL learners are white.

Source - *Excellence and enjoyment: learning and teaching for bilingual children in the primary years*, DfES 2006

Defining a pupil's first language for school data systems

A first language other than English should be recorded where a child was exposed to this language during early development and continues to be exposed to this language in the home or in the community.



If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English.

In the case of an older pupil who is no longer exposed to the first language in the home, and who now uses another language, the school should consult with the pupil or parent to determine which language should be recorded.

Source - Guidance for Local Authorities on schools' collection and recording of data on pupils' languages (in compliance with the Data Protection Act), DfES 2006