

LONDON BOROUGH OF HAVERING



LA SALETTE CATHOLIC PRIMARY SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

AUTUMN 2025

La Salette Catholic School

Mission Statement

**“Loved by Jesus and Our Lady of La Salette,
we learn and grow together in joy and friendship.”**

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.

Aim

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 and provides opportunities for children to make rapid progression in learning English.

Provision

- The school will nominate a named person as the EAL co-ordinator, Mrs. T O'Sullivan.
- The school's EAL co-ordinator will liaise with relevant staff to maintain a regularly updated register of pupils learning EAL and their level of English acquisition.
- The EAL co-ordinator will work with class teacher(s), the Havering EAL team advisers and/or any other relevant agencies in order to assess pupils' needs in order to help teachers plan and implement appropriate provision to accelerate progress and close attainment gaps.
- Pupils with EAL will be able to participate fully in the school's broad and balanced curriculum.
- Assessment of early-stage learners is undertaken in order to establish their language competence and identify next steps.
- Class teachers 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 progress of pupils learning EAL in their class, with support from the EAL co-ordinator as necessary.

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 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.
- Providing effective teacher/peer models of spoken and written language, giving pupils

- opportunities to absorb receptive language before being required to produce language.
- Providing enhanced opportunities for speaking and listening through small-group collaborative tasks.
- 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 meet their language development needs and may include 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.
- Encouraging further development of the first language through the provision of dual-language resources.
- Providing short-term induction support for learners with limited English in order to encourage the development of basic social language and English 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.
- Selecting and using good quality visual aids and culturally relevant resources.

Admissions and induction

- The Office Staff will liaise with parents/pupils prior to the official start date in order to gather background information about the pupil. This will then be 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.

Prioritisation for support

The school 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 as not making sufficient progress due to learning EAL
4. Students who need specific help with grammar and syntax in lessons. N.B. 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, Mrs. T O'Sullivan.

Links with parents

In rare circumstance, key documents – including letters home - may be translated to the parent/carers first language when appropriate and the school will contact translation/interpreting services as necessary.

Monitoring and evaluation

All pupils learning EAL will be identified. Staff will be made aware of each pupil's level of English acquisition and are expected to take responsibility for the language development needs of the pupils with EAL in their lessons. The effectiveness of current practice will be monitored through regular target-setting and the analysis of pupil attainment levels.

Appendix A

Working definitions

EAL stands for English as an additional language and recognises the fact that many pupils 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 pupils 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 to describe pupils who have had considerable exposure to English and are no longer in the early stages of English language acquisition. These are pupils, 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 pupils 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 pupils from minority ethnic groups. Most pupils learning EAL are from minority ethnic groups. School Census data shows that only a very small percentage of EAL learners are white.

Assigning EAL within School data systems

A first language other than English should be recorded where a pupil 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 pupil 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 pupil'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.

Proficiency in English scale

The former DfE Proficiency in English scale may be used on entry as a best fit judgement of English oracy and literacy skills in order to track EAL learners' development of fluency over time.

A - New to English

C - Developing competence

E - Fluent

B - Early acquisition

D - Competent

N - Not yet assessed