St Peter's School

# EAL Policy

## (English as an Additional Language)

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| **Written by:** | Headteacher | **This version** | August 2026 |
| **Approved by:** | Governors | **Next review due:** | August 2027 |

*This policy should be read in conjunction with the SEND and GAT Policy*

# Key Persons

- EAL Coordinator - Lee Donovan
- SENDCo - Stacey Ward

# Definition

An EAL pupil is a pupil whose first language isn't English. This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English speaking school;
- Born abroad, but moved to England at some point before starting school;
- Born in the UK, but in a family where the main language isn't English.

EAL pupils will need varying levels of provision.

# Recognition

Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils are encouraged to play a full part in class activities.

The school environment promotes language development.

The school structures and overall ethos help EAL pupils integrate into the school, thrive in a western culture, and appreciate their own cultural uniqueness.

The integration of EAL pupils into the school community extends to their families.

Bilingualism and multiculturalism are viewed as assets that are actively supported and celebrated.

# Provision

Provision for learning needs is best expressed in terms of 'learning support' - an umbrella term indicating the provision for a variety of types and levels of need, including SEN, EAL, and GAT Pupils. This provision encompasses support for individual pupils or groups of pupils within the classroom, support for those responsible for teaching these pupils, and supplementary provision.

Classroom teachers have responsibility for ensuring that pupils can participate fully in lessons.

# Identification & Assessment

Identification and assessment is with the purpose of providing the most appropriate provision for a particular pupil

In assessing the nature and extent of the pupil's grasp of English the following methods may be used:

- Information from the application form;
- Information from parents or during tours or interviews;
- Information from initial assessment papers;
- Information from the previous school.

Whenever possible, assessment is undertaken as a partnership between the class teacher, SENDCo, parents and the pupil.

# Monitoring and Recording

It is the responsibility of the class teacher (with the support of the SENDCo) to maintain monitoring and recording of assessments for all pupils.

A register of EAL pupils is maintained centrally on BromCom by the school and monitored by the SENDCo and Headteacher.

# Differentiation

EAL pupils aren't children with SEND and our school recognises that most EAL pupils needing support with their English don't have SEND needs. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Some EAL pupils may have a special educational need and in such cases pupils will have equal access to school SEND provision, in addition to EAL support.

EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in our school SEND policy.

EAL pupils considered to be more able or to have an individual talent will be identified as part of normal assessment procedures as outlined in our school GAT policy.

# Communication

Parents and teachers will work together for the needs of pupils with EAL. Teachers will meet with parents on a termly basis to inform of progress and discuss strategies in place

# Review

This policy is monitored, reviewed and updated regularly and its effectiveness evaluated by the Headteacher and SENDCo. Monitoring is based upon the outcomes and progress of our EAL children.