Parson Street Primary School

EAL Policy

2025-2026

Rationale

At Parson Street Primary School, we celebrate our diverse community and are committed to providing an inclusive and nurturing environment for all children, including those who speak English as an Additional Language (EAL). We recognise that EAL pupils bring a wealth of linguistic and cultural heritage, which enriches the whole school community.

We acknowledge that becoming proficient in academic English takes time—often several years—and we are committed to supporting every EAL pupil in achieving their full potential, both socially and academically.

Aims and Objectives

We aim to:

• Support EAL pupils to become confident and fluent in English, enabling full access to the curriculum.

• Value and maintain pupils' home languages and cultural identities.

• Create a welcoming, inclusive school culture for pupils and families of all linguistic backgrounds.

• Ensure high expectations and strong progress for all EAL pupils through quality-first teaching and targeted support.

Principles of Good EAL Practice

• EAL is not a barrier to achievement.

• Bilingualism and multilingualism are assets.

• Most EAL pupils do not have Special Educational Needs; these should only be identified where appropriate, after a period of language support.

• EAL support is most effective when integrated into whole-class teaching.

Assessing New Arrivals

We provide a structured and sensitive induction for new EAL arrivals. Our approach includes:

Welcome and Admission

• A warm welcome is extended to every new pupil and their family.

• An EAL Induction Meeting is held, involving a member of the senior leadership team, the EAL Coordinator, and the class teacher.

• Key information is collected, including languages spoken at home, prior schooling, literacy levels in the home language, and any additional needs.

• Where required, interpreters or translation tools are used to facilitate communication.

Settling-In and Initial Assessment

• Pupils are observed during a short "settling-in" period where they are encouraged to engage at their own pace.

• During this phase, staff are attentive to the "silent period" many new EAL pupils experience while they adapt to the new language and environment.

• Pupils are paired with a trained buddy (ideally a peer who shares their home language or is a positive role model in English).

Language Proficiency Assessment

• Within the first four weeks, a baseline assessment is conducted using the NASSEA EAL Steps or a similar validated framework.

• Pupils are assessed across the four domains: listening, speaking, reading, and writing.

• A proficiency level is assigned using a banding system (e.g. New to English, Early Acquisition, Developing Competence, Competent, Fluent).

• Teachers use the results to inform planning and identify appropriate support strategies.

• Assessments are revisited termly to monitor progress and adapt provision.

Communication with Parents

• Staff use the school Dojo app to communicate with parents, which has a translation feature.

• For formal meetings, interpreters can used for face to face meetings and dual language staff can support with translation if appropriate.

Teaching and Learning

• EAL provision is embedded into mainstream teaching through scaffolding, modelling, and differentiated learning.

• Key vocabulary is taught explicitly and reinforced through visual aids, repetition, and bilingual support materials.

• Classrooms are language-rich environments with displays in multiple languages where possible.

• Bilingual resources such as dual-language books and picture dictionaries are readily available.

Additional Provision through OAP

• We follow the Bell Foundation's Classroom Guidance to identify support strategies and interventions. (www.bell-foundation.org.uk/eal-classroom-guidance-stategies)

• We offer a language rich environment with EAL friendly teaching to support language development in all of our EYFS and KS1 classes.

• For older EAL learners we use Flash Academy online programme, (Age 7 upwards)

• Phonics groups and precision teaching, used to fill gaps.

• Social groups and speech and language interventions to support language and vocabulary development.

Speech and Language Provision at Parson Street

• Speech and language assessment is completed annually at the start of the new academic year, using age-appropriate progression tools, with reassessment in term 6.

• New starters are assessed as need becomes identified, through classroom observations and parental concerns.

• Teaching staff deliver appropriate interventions; eg Talkboost, phonological awareness, Lego therapy and Wordaware vocabulary groups.

• We use traded Speech and Language therapists to provide weekly input and support for speech and language interventions. Speech and Language is also supported through Core NHS S&L Therapist drop ins three times annually. Additionally, referral for 1:1 Speech therapy can be made at any time as required.

Identification of SEND in EAL children

• Classroom observations by SENDCo team

• Conversations with parents.

• Pupil Progress meetings

Inclusion and Belonging

• Cultural and linguistic diversity is celebrated in classrooms, assemblies, and whole-school events.

• Parents are engaged through translated communications where possible and are invited to contribute to the life of the school.

• All staff receive regular training on inclusive practice and supporting EAL learners.

Monitoring and Review

• The EAL Register is maintained by the EAL Coordinator and includes: name, year group, languages spoken, country of birth, proficiency level, and relevant notes.

• Pupils' progress is reviewed each term in collaboration with class teachers.

• The EAL policy is reviewed bi-annually in line with our wider inclusion strategy.