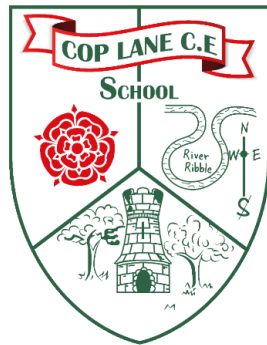


Cop Lane C.E Primary School



EAL Policy Autumn 2026

This policy is embedded in our school's mission statement and distinctive Christian vision:

A welcoming Christian community, committed to one another, giving our very best at all times.

Our church school is a welcoming and caring Christian family where everyone is valued and supported so that they can flourish. We aim to instill a lifelong love of learning and nurture everyone's individual talents. Through Jesus Christ, our aspirations, hopes and dreams can be achieved.

'I can do all things through Christ who strengthens me.'

Philippians 4:13

Introduction

At Cop Lane C.E. Primary School, we celebrate the fact that many of our pupils speak more than one language and may use a variety of community languages at home and in the wider community.

We value the rich cultural, linguistic and personal experiences that pupils with English as an Additional Language (EAL) bring to our school. We believe that every child should be able to access the curriculum, feel included in school life and achieve their full potential.

We recognise that EAL is not the same as special educational needs or disability (SEND). However, pupils with EAL may need additional support to access spoken and written English, particularly when arriving at school or when developing academic language in a new context.

Aims

Our school aims to:

- provide a welcoming, inclusive and safe environment for all pupils
- value and celebrate linguistic diversity
- ensure that pupils with EAL have full access to the curriculum and wider school opportunities
- remove barriers to learning and participation
- support pupils to develop confidence in using English for social and academic purposes
- promote high expectations for all pupils, regardless of language background
- ensure that staff understand how to support EAL learners effectively
- work in partnership with parents and carers to support communication and learning
- make appropriate use of external advice and support where needed

Definition of EAL

EAL is an umbrella term used to describe pupils who are learning and using English in addition to one or more other languages.

Pupils with EAL may include:

- pupils who are newly arrived in the UK
- pupils who have entered school from another country
- pupils born in the UK into families where another language is spoken
- pupils from migrant, dual-heritage, refugee or asylum-seeking backgrounds
- pupils who speak English at school but use another language at home or in the community

A pupil's EAL status does not necessarily indicate that they have low attainment. Many pupils with EAL achieve highly when the right support is in place.

Principles

The Governing Body and staff believe that pupils with EAL should be supported to:

- feel a sense of belonging in school

- maintain and value their home language where possible
- develop spoken and written English progressively and securely
- access the full curriculum, including assessment opportunities
- participate confidently in lessons, activities and school life
- build positive relationships with peers and adults
- make appropriate progress from their individual starting points

We recognise that language development is central to learning across the curriculum. Supporting EAL pupils is therefore the responsibility of all staff, not just specialist staff.

Identification and admission

When a pupil joins the school, relevant information about language background will be gathered from parents, carers and previous settings where available. This may include:

- languages spoken at home
- the language used most often by the pupil
- previous schooling and educational experience
- any prior support received for English language development
- any need for translation or interpreting support

New arrivals will be welcomed sensitively and supported to settle into school routines. Where appropriate, pupils may be given additional induction support to help them understand classroom routines, expectations and key information.

Assessment and monitoring

Pupils with EAL will be monitored carefully so that staff can identify their language needs and track progress over time.

Staff will consider:

- the pupil's level of spoken English
- the pupil's level of written English
- the pupil's understanding of subject-specific vocabulary
- how well the pupil can access lessons independently
- whether any barriers to progress are due to language development rather than other factors

Where appropriate, staff will use baseline information, ongoing classroom assessment and discussion with parents, carers and other professionals to inform support.

The school will ensure that EAL pupils are assessed fairly. When making judgements about attainment, staff will distinguish between:

- what a pupil knows and can do
- and how far English language proficiency may be influencing performance

Teaching and learning

All staff are responsible for supporting pupils with EAL through high-quality teaching. Effective provision will be embedded in everyday classroom practice.

Teachers should:

- plan lessons with clear language as well as content objectives
- use explicit teaching of vocabulary, including tier 2 and subject-specific words
- model spoken language clearly and accurately
- use visual, practical and contextual support where appropriate
- give pupils opportunities to hear, rehearse and use new language
- check understanding regularly
- provide sentence stems, word banks and structured talk opportunities where helpful
- allow time for processing and responding
- pair EAL pupils thoughtfully with supportive peers
- use scaffolding that is removed as pupils become more confident and independent
- celebrate and use pupils' home languages where appropriate
- maintain high expectations of both language development and academic achievement

Staff should avoid assuming that limited spoken English reflects limited understanding or ability.

Classroom strategies for EAL learners

Examples of helpful classroom strategies include:

- pre-teaching vocabulary before a lesson
- using pictures, objects, diagrams and demonstrations
- repeating and rephrasing key instructions
- providing dual-coded resources where helpful
- using mixed ability or supportive paired talk
- allowing first-language support where appropriate
- using glossaries and word mats
- modelling examples of expected spoken and written responses
- chunking information into smaller steps
- providing writing frames or structured templates
- checking understanding through questions, discussion and practical tasks

These strategies should be used flexibly and adapted to the needs of individual pupils.

Inclusion and curriculum access

Pupils with EAL should have full access to all areas of the curriculum, including:

- lessons
- intervention where needed
- enrichment activities
- school trips
- clubs
- wider opportunities across school life

Where a pupil is learning English, staff should consider whether language demands are preventing them from showing what they know. Reasonable adjustments should be made to support access without lowering expectations.

Home language and cultural identity

The school values the first languages and cultural identities of all pupils. Maintaining home language can support learning, self-esteem and family communication.

Where appropriate, staff may:

- encourage pupils to use their home language as a support for thinking and learning
- invite parents and carers to share information about language and culture
- include positive references to different languages and cultures in the curriculum
- use bilingual support where available and appropriate

Parents and carers

We aim to work in partnership with parents and carers of pupils with EAL. The school will:

- communicate clearly and respectfully
- provide translated information or interpretation where reasonably possible and appropriate
- support parents and carers to understand school routines, expectations and progress
- encourage two-way communication about the pupil's learning and wellbeing

Where a pupil's family needs support with communication, the school will consider the most appropriate method, including bilingual support, translated documents or interpreters.

Roles and responsibilities

Governing Board

The Governing Board is responsible for:

- ensuring this policy is in place and reviewed regularly
- ensuring the school promotes inclusion and equality for pupils with EAL
- supporting the school's strategic approach to EAL provision

Headteacher and senior leaders

Senior leaders are responsible for:

- ensuring the policy is implemented effectively
- making sure staff receive relevant guidance and support
- monitoring the progress and inclusion of pupils with EAL
- ensuring that EAL provision is appropriately resourced

EAL Lead

The EAL Lead is responsible for:

- overseeing the development and day-to-day coordination of EAL provision
- supporting staff with advice, strategies and resources
- liaising with class teachers, leaders and external agencies where needed
- monitoring provision and helping to identify training needs

Class teachers

Class teachers are responsible for:

- identifying and responding to EAL needs in their classrooms
- adapting teaching appropriately
- monitoring progress and participation
- communicating with parents and carers where appropriate
- ensuring pupils are included and supported in line with this policy

Support staff

Support staff are responsible for:

- supporting pupils with EAL under the direction of the class teacher
- using agreed strategies consistently
- encouraging independence and positive participation

Additional support and external agencies

Where appropriate, the school may seek advice and support from external services, including the Lancashire Equality and Diversity Team and other relevant local authority support services.

External support may include:

- advice for schools
- staff training
- support for EAL co-ordinators
- interpretation and translation support
- first language assessment
- guidance for new arrivals and pupils with more complex needs

The school will use external support where it will improve provision and outcomes for pupils.

Monitoring and review

The school will monitor the effectiveness of this policy through:

- classroom practice
- pupil progress data
- inclusion and participation
- discussions with staff
- feedback from parents and carers
- support and review of provision for individual pupils

This policy will be reviewed every two years, or earlier if required by changes in legislation, guidance or school practice.

This policy was written by Mr Ian Ashmore in Autumn 2026.

It will be reviewed again in Autumn 2028.

Signed: *I. P. Ashmore*

Date: 01.09.26