



# EAL Policy

Agreed by Governors: Spring 2026

To be reviewed: Spring 2028

## Policy Statement

At Dothill Primary School, we are committed to creating an inclusive environment where every child can thrive. We recognise that pupils who speak English as an Additional Language (EAL) bring rich cultural and linguistic diversity to our school community. Our aim is to ensure that these pupils are supported effectively to develop their English language skills while valuing and respecting their home languages. We believe that language should never be a barrier to learning, and we strive to provide equal opportunities for all pupils to succeed academically and socially.

## Aims

The primary aim of this policy is to ensure that EAL pupils have full access to the curriculum and all aspects of school life. We seek to promote rapid acquisition of English language skills through high-quality teaching and targeted support. At the same time, we encourage pupils to maintain and celebrate their home languages, recognising their role in identity and cognitive development. Our goal is for EAL pupils to make progress in line with their peers and to feel confident and included within the school community.

## Identification and Assessment

Upon admission, parents and carers are asked to complete a Home Language Survey to identify pupils who speak languages other than English at home. An initial assessment of English proficiency is carried out using the Department for Education (DfE) EAL proficiency scales. This assessment helps us to understand the pupil's starting point and plan appropriate support. Progress is monitored regularly through both formative and summative assessments, ensuring that interventions are responsive to individual needs.

<b>A</b>	New to English	May use first language for learning and other purposes. May remain silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday English expressions but may have minimal or no literacy in English. Needs considerable amount of EAL support.
<b>B</b>	Early Acquisition	May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject-specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
<b>C</b>	Developing Competence	May participate in learning activities with increasing independence. Able to express self orally in English but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
<b>D</b>	Competent	Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.
<b>E</b>	Fluent	Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

## Roles and Responsibilities

The Headteacher has overall responsibility for the implementation of this policy and ensuring that provision for EAL pupils is effective. The EAL Coordinator leads the development of strategies, tracks pupil progress, attends termly network meetings and provides training for staff. Class teachers are responsible for adapting teaching and learning to meet the needs of EAL pupils within their classrooms. Teachers at Dothill Primary School use Widgit symbols alongside text to provide visual support, helping EAL learners understand key vocabulary and instructions more effectively.

Teaching Assistants play a vital role in delivering targeted interventions and supporting pupils during lessons. All staff share responsibility for fostering an inclusive environment where linguistic diversity is valued.

### **Teaching and Learning Strategies**

We employ a range of strategies to support EAL pupils in accessing the curriculum. These include the use of visual aids, scaffolding techniques, and modelling language structures to aid comprehension. Collaborative learning and peer support are encouraged to promote language development in a social context. Lessons are designed to be language-rich, incorporating opportunities for speaking, listening, reading, and writing. Where possible, dual-language resources are provided to help pupils make connections between their home language and English.

### **Support and Intervention**

Pupils who are at the early stages of English acquisition receive additional support through individual or small-group sessions. These interventions focus on developing vocabulary, grammar, and conversational skills. Assessment data is used to plan and adapt interventions to ensure they meet pupils' evolving needs. Progress is reviewed regularly, and strategies are adjusted to maximise impact. All EAL pupils are discussed during termly pupil progress meetings to ensure their needs are being fully met and that they are able to make appropriate progress. If we have concerns around support or language development the EAL lead will seek advice from the 'Multi cultural development team' within the local authority.

### **Parental Engagement**

We recognise the importance of working in partnership with parents and carers to support language development. Where necessary, translated materials or interpreters are provided to ensure effective communication. Parents are encouraged to maintain the use of their home language, as research shows this supports cognitive development and learning. We also share practical strategies for supporting English language development at home.

### **Monitoring and Evaluation**

The progress of EAL pupils is monitored regularly to ensure they are making appropriate academic and linguistic development. Teachers use ongoing formative assessments, classroom observations, and work scrutiny to track language acquisition and curriculum access. Termly reviews are conducted by the EAL Coordinator in collaboration with class teachers to identify pupils who may require additional support or intervention. Assessment data, including English proficiency levels and attainment in core subjects, is recorded and analysed to inform planning. This systematic approach ensures that any barriers to learning are addressed promptly and that EAL pupils are supported to achieve their full potential.

## **Equal Opportunities**

This policy aligns with Dothill Primary School's Equality and Diversity Policy. We are committed to ensuring that no pupil is disadvantaged due to language barriers and that all pupils have equal access to high-quality education.