



ST. STEPHEN'S JUNIOR SCHOOL ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

1. Introduction

This policy states St Stephen's Junior School's (SSJS) approach towards the identification of and meeting the needs of our children, who have 'English as an Additional Language' (EAL).

2. Definition of EAL

Within this policy, a pupil is considered to have English as an Additional Language (EAL) if they are exposed to a language at home that is known or believed to be other than English.

This includes:

- Pupils new to the English language
- Pupils who are developing proficiency in English
- Pupils who are fluent but still require academic language support

School context: in the academic year 2025-26 33.6% of our cohort are classified as having EAL compared to 23.8% nationally.

3. Aims

At SSJS, we are committed to ensuring that all pupils, regardless of their first language, have full access to a broad, balanced and ambitious curriculum. To ensure this, teaching is adapted not diluted, and language development is explicitly taught.

We aim to:

- Provide inclusive, high-quality teaching that enables EAL pupils to thrive academically and socially
- Value and celebrate linguistic and cultural diversity
- Support pupils in developing proficiency in English
- Ensure EAL learners achieve outcomes in line with, or exceeding, their peers
- Actively promote the inclusion of EAL pupils and their families, ensuring equitable access to school life and meaningful engagement with the school community
- View multilingualism as an asset that should be exploited to assist learners with developing their subject content and the acquisition of academic English.

4. Identification and Assessment

Identification and assessment is carried out to inform the best level of provision for children with EAL.

- On entry to our school, the office manager completes an initial entry form with the parents, which collects information regarding the child's ethnic origin, previous schooling and home language.
- Information gathered regarding ethnicity, previous schooling and language proficiency is passed on by the office staff to the class teacher and the EAL Co-ordinator.
- A trial session is then arranged for the child to come into the school and spend time in their classroom, for the teachers to better assess the level of support needed for the child to access the learning.
- Once on roll, we aim to assess the children's English proficiency towards the end of their second week, using the EAL STAR assessment platform. They are also assessed for phonics intervention in this period if deemed necessary by the class teacher based on their reading age.
- Ongoing assessment: children assessed as being grade A or B in English proficiency will be assessed every long term, using the EAL STAR assessment. Children assessed as being proficiency grade C or above will be assessed annually (in the summer term). Phonics assessments are completed every 8 weeks if children attend this intervention.

5. Pastoral Support

- As part of the induction process, children and their parents will be given a tour of the school by a member of the office staff. One or two of our Young Interpreters will also assist at this tour (where possible, these children will speak the same first language as the family).
- On the first day, the child will be buddied up with another child in their class and/or year group, usually one of our Young Interpreters or a child that speaks the same first language.
- Teachers will have ready a set of Widgit Dual Language basic needs cards to assist the child with communicating during the first few days. Young Interpreters also have access to these cards.
- All classrooms celebrate the multi-cultural nature of our school and their class community – this may take the form of a class map of the world, flags or words from the different nationalities in the class.
- Children assessed as being grade A or B in language proficiency also attend a weekly conversational English group run by a TA who has TEFL experience.

6. Quality First Teaching and Provision for children with EAL

Quality First teaching in our classrooms, should enable all EAL children to access our curriculum. Their provision should involve:

- **Explicit vocabulary instruction** (using our Writing Palette approach in English)
- Use of the **I do, We do, You do modelling approach** as much as possible
- **Talk-rich classrooms that provide an opportunity for oral rehearsal before answering verbally or in written form** (structured talk, partner work, sentence stems)
- **Scaffolded writing** (sentence frames, substitution tables and modelled examples)
- Breaking down instructions clearly with visual support

- Providing **dual coded knowledge organisers** for each new unit of work in Maths and most foundation subjects
- **Vocabulary support** in lessons with the use of Widgit sheets with subject specific words as appropriate and dual coding on lesson slides
- **Text marking** to reduce cognitive load
- Learners who are graded at A, B or C proficiency levels, attending a weekly **pre-teach** intervention group to help them access foundation subjects (History, Geography and Science).
- **Translanguaging** - Children being allowed to use their first language to make notes in class or to discuss concepts with other first language users. Additionally, children can label or annotate work in books in both their first language and English to assist their understanding and recall.
- **Setting up** children with proficiency level A or B with a schools Duo Lingo account so they can practise their English daily online at school (usually for 10-15 minutes)
- Some of our most disadvantaged children with EAL also reading weekly to parent readers to support with their learning.
- Ensuring EAL STAR assessments are completed when required and uploaded onto Insight for progress to be tracked and appropriate provision set up.

7. Inclusion and Wellbeing

We recognise that EAL pupils may also be:

- New to the country
- Experiencing cultural transition
- At risk of isolation



We therefore:

- Provide a **welcoming environment**
- Use **buddies/peer support systems with our Young Interpreter Scheme**
- Celebrate home languages and cultures in our classrooms
- Use Dual Coding in our communication with parents with EAL – school dinner menu, school uniform and stationery list
- Provide parents with a translation link on all of our school emails and newsletters
- Use class dojo for teachers to share class news or communicate individually with parents which has a translation tool incorporated
- Provide alternative opportunities for parents' evening slots with the use of translation tools to make this more accessible for our EAL parents.
- Provide some EAL books in our school library for parents/children to access
- Run a whole school Culture Day to celebrate our Cultural Diversity

8. Impact

The impact of our provision is demonstrated through:

- EAL pupils making **strong progress from their starting points**
- Increasing **fluency, confidence and independence in English**
- Pupils successfully accessing and achieving within the **full curriculum**
- Narrowing attainment gaps between EAL and non-EAL pupils

Assessment focuses on both **language development and curriculum understanding**, ensuring no pupil is disadvantaged by language barriers.

9. Role of the EAL Lead

The EAL Lead will:

- Monitor provision for EAL pupils ensuring that this is **coherently planned and consistently implemented using book looks, pupil voice, staff voice and lesson visits.**
- Support staff with strategies and CPD to develop subject knowledge in language acquisition and inclusive pedagogy
- Track progress and identify needs of EAL children across the school on a long-term basis in line with curriculum assessments
- Manage assessments of EAL children using the EAL STAR assessment process (individual teachers are responsible for undertaking these)

9. Monitoring and Review

This policy will be reviewed annually by the EAL Lead and Senior Leadership Team to ensure it reflects current best practice and the needs of our pupils.