# English as an Additional Language Policy

## We value every child in our community: we want them to aspire to the greatest things!

**September 2026**

**EAL children at Paisley Primary School**

Currently, approximately just over one third of Paisley Primary School's population have English as an additional language, (EAL). The government definition of an EAL learner includes anyone who has been exposed to a language other than English in their early development and continues to be exposed to this language at home and in their community. The children of Paisley Primary School currently speak a total of 29 different native languages. The diversity of languages is valued and celebrated at our school and we see multilingualism as a strength. We are also very proud to have multilingual staff working at our school.

The school has a staged EAL pathway that is referred to all for all EAL children in school, with a particular focus on New to English learners to ensure that pupils integrate well into school and access the curriculum effectively and at a stage-appropriate level.

**Aims on Entry**

- After an initial admission, the family and the child will have a welcome meeting with the Head of School (or senior leader). The family will be given a welcome pack. A translator (if available) will inform parents about school policy, practice and school prospectus contents.
- Information about child's previous learning experiences will be gathered with recognition and accommodation of specific religious background and respect for this. We value gathering contextual information around the child as crucial at this stage.
- The school should facilitate the integration of EAL children through close liaison with parents and /or translator.
- The child will be allocated a 'buddy' to facilitate the integration into school routines.

- The school's website can be translated into different languages spoken by our pupils' families and google translate is used to translate letters home and other necessary documentation.

**Assessment**

- Children's ability is assessed on entry to the school using an Initial Assessment (Bell Foundation) and the stages of the school's EAL Pathway. This assessment focuses on early vocabulary, reading, writing, phonic skills, recognition of colours and numbers. This will help to tailor learning appropriately and provide support that children need to take part in all subjects. Assessment is ongoing to analyse progress and agree next steps. EAL assessment is ongoing and formatively every term.
- The school uses the Bell Foundation assessment framework to assess all of our EAL pupils. English Proficiency is regularly assessed, recorded and monitored. This is used for planning and identifying the next steps in learning. A number of EAL pupils access 'Flash Academy' to support them to develop proficiency in the English language
- Progress and attainment in English are communicated formally to parents during Parents Consultation Meetings and in the written end of year report to parents.

**Planning, teaching and learning**

- Teachers set suitable learning targets and challenges for all EAL children, responding to their diverse learning needs, in order to overcome any potential barriers to the learning process.
- Children should have the opportunity, through personalised learning, to acquire and develop their skills in English, including: speaking, listening, reading, writing, spelling and handwriting, also their understanding of basic number skills.
- EAL pupils are entitled to the full National Curriculum Programme of Study. New to English learners also access 3 X 45 minute English language sessions, in addition to their curriculum entitlement to ensure that these pupils develop spoken English skills as quickly in possible.
- Pupils are encouraged to maintain their home language as this is recognised as an essential tool in learning.
- Learning is differentiated, where appropriate, for EAL children, for example use of word banks, preloading vocabulary, writing frames, images etc and a range of other adaptations to learning

**Differentiation and SEND**

- EAL children are not identified as children with a Special Educational Need (SEND). Some of these children may however have a SEND need and this will manifest itself through careful assessment and monitoring of progress and attainment by the SENDCO and class teachers with close referral to the inclusion matrix. Some children, for example, an Arabic child, may have a special need for handwriting, as they are familiar with writing from right to left, therefore may require additional support with directionality. Following specific diagnosis of problems (diagnostic testing and / or agency advice), a support strategy or specific intervention programme may be devised for the child. The child at this point will be placed onto the school SEND Register, with a Pupil Profile and IEP prepared. This details the personal details of the child, their strengths and areas of concern, the category of need, details of external agency provision, also a summary of targeted intervention. More details about the school SEND procedures can be found in the school SEND Policy.
- Some children may have been identified as 'more able' or 'gifted and talented' in their native country, and, could lack confidence/self-esteem until they master the English language. They could be very conscious of their current lack of language skills and they could become very self-conscious of their personal needs, which could, in turn, impact on the child's potential progress. It is important therefore for staff to have an understanding of each EAL child's specific learning and emotional needs and to provide a caring and safe environment and the opportunity for individual needs to be communicated and supported.

- Some children may also have left war-torn areas of the world and they may have witnessed extremes of violence, which could hinder their integration and confidence. Such cases would be assessed on an individual basis and specialist support sought, if necessary, by the EAL Lead or school SENDCO, Designated Safeguarding Lead or SLT.

**Equal Opportunities and Inclusion**

It is our responsibility to ensure that English activities are equally available for all, regardless gender, ethnic origin, physical or intellectual ability.

**Curriculum Enrichment**

We celebrate the fact that some of our children can speak more than one language and the diversity of languages and cultures at school are celebrated through our EAL area displays. Cultural enrichment experiences, which take place through topic work, workshops and visitors are part of the curriculum offer.

**Parental Involvement**

Parents are encouraged to support their children with their language acquisition and English skills overall. The school supports EAL parents, where required, through the provision of translators during parent consultation sessions with teachers. Holistic and well-being support is also available to parent through translation, where possible, at external agency meetings.

Resources:

- Dual language books and picture dictionaries
- Songs in other languages
- Games
- ICT programs : Flash Academy
- Generic resources/phonics to support language acquisition
- Ipads, computers
- Visual resources
- Google translate

**The Role of the EAL Lead:**

- To support with assessment of children on entry and the accurate following of the EAL Pathway.
- To liaise closely with teachers and TAs to establish, monitor and review the needs of the learners.
- To ensure adequate support is in place for individual children.
- To support with the acquisition of resources.
- To monitor provision in the school.
- To timetable and review 1:1 and small group provision.
- To review the EAL cohort progress and outcomes.
- To report regularly to Governors.
- To create and review policy with the Head of School

## Policy Review

This policy is reviewed annually and will next be reviewed in September 2027.

J Danson
Head of School