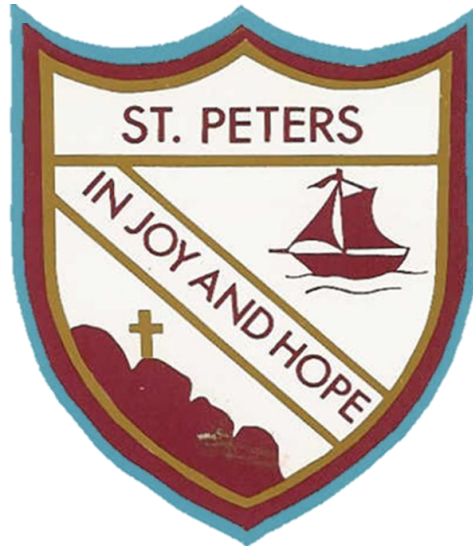


St Peter's Catholic Primary School



English as an Additional Language (EAL) Policy

Approved by Governors July 2026

St Peter's Catholic Primary School

English as an Additional Language (EAL) Policy

Our Mission Statement

In Joy We Live Together, In Hope We Build For The Future

1. Introduction

This policy sets out the school's aims, objectives and strategies for meeting the needs of pupils with English as an Additional Language (EAL).

We believe all pupils must feel safe, accepted and valued in order to learn effectively and become successful members of society. For EAL learners, this includes recognising and valuing their home language and culture.

As a school, we recognise that bilingualism is a strength. EAL pupils bring valuable knowledge, skills and experiences which enrich our community. We take a whole-school approach, celebrating diversity, emphasising common values and challenging prejudice (see also our **Equalities Policy** and **Safeguarding Policy**).

2. Aims

This policy aims to:

- Promote equality of opportunity for all EAL pupils.
- Raise pupil achievement by ensuring access to a broad and balanced curriculum.
- Provide high-quality teaching and targeted support that meets EAL pupils' needs.
- Value and promote pupils' home languages alongside English.
- Ensure robust assessment, monitoring and intervention.
- Strengthen partnerships with parents and the wider community.

3. Context

- On the Wirral, EAL pupils come from a range of cultural and linguistic backgrounds. Some arrive with fluent literacy in their first language, others with little or no formal schooling.
- Some pupils may be isolated learners, the only speaker of their language in class.
- A small number may have experienced trauma or disrupted education; this is taken into account in planning support.
- At our school, a number of different languages are spoken. On entry, we collect information about:
 - Pupils' linguistic background and competence in other languages.
 - Previous educational experience.
 - Family and biographical background.

4. Roles and Responsibilities

- **Headteacher** – has overall responsibility for ensuring provision meets statutory requirements.
- **EAL Coordinator (if designated)** – oversees assessment, resources, interventions and staff training.
- **Class teachers** – plan and deliver inclusive lessons with appropriate scaffolding.
- **Teaching assistants** – support language development through modelling, scaffolding and targeted intervention.
- **Governors** – monitor provision and outcomes through the Curriculum and Standards Committee.

5. Key Principles of Language Acquisition

- EAL pupils are entitled to full curriculum access.
- All teachers are responsible for teaching English alongside subject content.
- Academic language takes significantly longer to acquire than conversational English and may require sustained support (up to seven years).
- First language development supports additional language acquisition. Pupils are encouraged to maintain and use their home language in school.
- A clear distinction is made between EAL and Special Educational Needs (SEND).

6. Induction of New Arrivals

- Initial assessment of English proficiency within the first two weeks of arrival.
- Use of MEAS (Minority Ethnic Achievement Service) where appropriate.
- A “buddy” allocated to support social integration.
- Parent/carer welcome meetings with translated materials/interpreter where required.

7. Assessment and Monitoring

- All EAL pupils are assessed on arrival, using the **Wirral Profiles for Pupils with EAL** or equivalent frameworks.
- Ongoing progress is monitored through teacher assessment, termly Pupil Progress Meetings and regular review with MEAS.
- Attainment data is analysed for EAL pupils to identify underachievement and plan intervention.
- Testing is used sensitively and appropriately, particularly for new arrivals.

8. Teaching and Learning Strategies

Teachers will:

- Plan lessons with clear learning and language objectives.
- Identify key vocabulary, grammar and structures for each subject area.
- Provide enhanced opportunities for speaking and listening, including drama and role play.
- Use visual, verbal and practical support (e.g. pictures, objects, demonstrations, gestures).
- Scaffold learning using talk frames, writing frames and model texts.
- Provide collaborative learning opportunities that promote purposeful talk.
- Move from concrete to abstract learning where possible.
- Ensure effective peer and adult modelling of language.

9. Resources

- Dual-language dictionaries and key word lists.
- Dual-language books and story props.
- ICT resources including translation and accessibility tools.
- Posters, photographs, maps and visual aids.

10. Special Educational Needs and More Able Pupils

- Most EAL pupils do not have SEND.
- Where SEND is identified, EAL pupils have equal access to provision.
- More Able EAL pupils are identified and supported through appropriate extension and challenge.

11. Parental and Community Involvement

The school actively engages parents and the wider community by:

- Providing a welcoming induction process.
- Using plain English and translation/interpreting services where available.
- Encouraging parents to maintain and develop their child's first language.
- Celebrating cultural diversity through curriculum events and assemblies.
- Recognising and celebrating the achievements of EAL pupils in the wider community.

12. Monitoring and Review

- This policy will be reviewed annually by St Peter's Governing Body.
- The review will evaluate the impact of EAL provision on pupil progress, inclusion and achievement.
- Findings will be reported to governors and shared with staff and parents.