



Holy Trinity CE (C) Primary School

English as an Additional Language (EAL) Policy

*Be Curious, Be Inspired, **Belong.***

At Holy Trinity, we want every pupil to grow into a curious thinker, an inspired learner, and a valued member of our school community. Our children will know they are seen, loved, and supported to thrive. They develop the character and confidence to show kindness, courage, respect, responsibility, perseverance, and togetherness. Through exploring new ideas and contributing positively to school life, our pupils flourish academically, socially, and spiritually as they prepare for life in today's Britain.

Matthew 19 verse 14

"Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

Our School Values

- Kindness
- Courage
- Respect
- Responsibility
- Perseverance
- Togetherness

Policy owner	Headteacher and Deputy Headteacher / Inclusion Lead
Approved by	Governing Board
Date approved	July 2026
Review date	July 2027
Other related policies and procedures:	SEN policy Safeguarding Policy Equality Policy
Chair of Governors	Sarah Davies and Helen Campbell

Rationale



Holy Trinity is committed to making good provision of teaching and resources for pupils who have English as an additional language or are bilingual, and for raising the achievement of minority ethnic pupils. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

Aims

- To ensure that all children, regardless of ethnicity, have equal access to a broad and balanced curriculum.
- To ensure that individuals or groups of children at risk of underachieving are targeted and receive extra support.
- To ensure that pupils, parents and carers from all ethnic minorities feel genuinely included in the community of our school.
- To help pupils to use English confidently and competently.
- To help pupils to use English as a means of learning across the curriculum.
- To help EAL pupils to make use of their knowledge of other languages.

Data Collection

- On entry to school, the parents/carers of pupils are asked to complete an initial entry form containing information regarding the pupil's ethnic origin and home languages.
- Teachers meet with parents/carers to gather more specific information about languages spoken or heard in the home environment.
- Inclusion Leader then assess the pupil's level of English to target support within the school.

Partnership with MEAS

Holy Trinity C of E Primary School works in close partnership with Minority Ethnic Achievement Service (MEAS) -part of the Entrust Special Educational Needs and Inclusion Service (SENIS).

The MEAS team aims to help schools to support children and young peoples, staffs and stakeholders by:

- Supporting the inclusion of minority ethnic pupils
- Promoting diversity
- Preventing discriminatory incidents



- Supporting new arrivals with English as an additional language (EAL) to make progress
- Monitoring the attainment of new arrivals with EAL
- Implementing best practice for newly arrived EAL learners

Planning and Evaluating

- The children are assessed in English by the EAL coordinator or REMA to establish if additional support is required.
- Targets are monitored and reviewed by the class teacher and EAL co-coordinator (where appropriate) on a termly basis.
- Individual children's progress is monitored as they progress through the school by their class teachers and the Inclusion Leader.

Monitoring Responsibilities

Inclusion Leader

- To liaise with office staff and class teachers to collect progress data on EAL pupils.
- To update EAL records ready for the beginning of each academic year.
- To liaise with class teachers and EAL support teacher to set individual pupil targets.
- To provide support and advice for the teaching of EAL pupils.
- To provide and/or arrange for staff training, as necessary.
- To liaise with MEAS to set individual pupil targets
- To liaise with class teachers on individual pupil progress.

Class Teachers

- To support the learning of EAL pupils within the classroom using the key principles and strategies (listed below).
- To liaise with Inclusion Leader on individual pupil progress.
- To report individual pupil progress to parents.

Teaching and Learning



Strategies to be used within the classroom:

- Include all EAL/ bilingual children fully in lessons.
- Set high expectations for pupil participation and achievement.
- Offer pupils full access to National Curriculum targets.
- Assess pupils in line with year group expectations for National Curriculum.
- Provide opportunities for peer support- using paired/ small group work where appropriate.
- Make use of opportunities within Reading sessions.
- Offer access to traditional rhymes and stories.
- Provide context embedded language experiences.
- Check for pupils understanding – ask questions, or get the child to explain what they are going to do.
- Give clear, full explanations of subject specific language.
- Provide opportunities for previews of difficult or complex texts.
- Use consistent language when giving pupils instructions.
- Be aware of the effect of eye contact and body language.
- Accept non-verbal/ 'I don't understand' responses from pupils.
- Use ICT where appropriate.
- Use collaborative learning resources to reinforce and consolidate prior learning.
- When planning highlight EAL needs and support to be given.
- Encourage the use of home language to support and enhance understanding in English.

Assessment and Recording

- Individual pupil progress is reviewed termly.
- Any pupil not making expected progress will be referred to the Inclusion Leader for additional support.

Resources



- The school has a variety of resources to support language development. These are available for all teachers and teaching assistants to access to support individual or groups of children learning English within class. These will be reviewed and updated by the Inclusion Leader annually.
- Dual language books (kept in classrooms and in the library)
- Language videos of stories, songs and poems
- Vocabulary and language development games

