



'Believe. Achieve. Be Proud.'

EAL Policy

Lyngford Park Primary School & Nursery

Signature

N. Arnold

Headteacher

Date March 2026

Signature

F Forsyth

Chair of Governors

Date March 2026

Annually reviewed by SLT and Governing Body.

1 Introduction

Lyngford Park's identifies and aims to meet needs of children who have English as an additional language.

2 Definition

EAL is defined as: 'a child whose first language is not English' encompassing children who are fully bilingual and all those at different stages of learning English.'

EAL children may be:

- Newly arrived from a foreign country and school
- Newly arrived from a foreign country, but an English-speaking school
- Born abroad, but moved to the UK at some point before starting school
- Born in the UK, but in a family where the main language is not English
- Seeking Asylum or have refugee status

EAL children will need varying levels of provision so they can access all curriculum aspects.

3 We believe:

- EAL children learn to speak, read and write English through immersion in a rich curriculum
- The school environment promotes language development through the rich use of language, IT and visual prompts
- EAL learners make the best progress within a whole school context, where children are educated with their peers.
- The school structure, pastoral care and overall ethos help EAL children integrate into the school whilst valuing diversity.
- Bilingualism is viewed as a positive and life-enriching asset.

4 Identification and Assessment

Identification and assessments are carried out with the purpose of providing the most appropriate provision for each pupil.

We will assess children's use of language through:

- Information from the application form;
- Information from parents/guardians;
- Information from initial assessments and observations
- Information from the previous school.

Assessment is undertaken as a partnership between the class teacher, EAL Coordinator, parents/guardians and pupil. Termly assessment of level of language acquisition will be

carried out to ensure that given challenging bespoke targets to accelerate progress are in place. Interventions are personalised, time limited and are monitored to ensure accelerated progress. In assessment of EAL children, competence in English is categorised on a five-point scale using the Department for Education's EAL classification codes:

A: New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

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.

C: 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.

D: 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.

E: 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.

N: Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency.

6 On arrival at Lyngford Park Primary School

At the initial meeting/visit to school with the Head teacher, Deputy head or EAL coordinator a translator may be present. The class will be told about the child before their start date and may learn greetings in the child's home language.

7 Provision

Learning support encompasses differentiated curriculum planning and resources to enable children to access the curriculum and make progress in their learning. School resources, including books in the library and equipment in the Early Years will reflect cultural diversity and be in a variety of home languages. Teachers have responsibility for ensuring that children can participate in lessons using the guidance provided in the document 'Supporting children with acquiring English'.

8 Monitoring and Recording

It is the responsibility of the class teacher (with the support of the EAL Coordinator) to maintain up to date records of EAL children in their class whilst they are in their care. The EAL Coordinator collates information and arranges a baseline for EAL children and maintains a register of EAL children (identifying stages).

9 Special Educational Needs

Some EAL children may have a special educational need and in such cases, children will have equal access to school SEND provision, in addition to EAL support. EAL children with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy.

10 Children who are Looked After

Unaccompanied Asylum-Seeking Children (UASC) and those children from asylum seeking/refugee families, who are in care, are identified by the designated teacher for looked after children and provision reflects their linguistic and cultural diversity and additional challenges experienced by the identified learners. Funding allocation also reflects this additional need.

11 Communication

Teachers will meet with parents on a termly basis to inform them of progress made and discuss strategies in place and how parents/carers can support their children.

12 Resources

The NALDIC website <https://naldic.org.uk/>

The Bell Foundation website <https://www.bell-foundation.org.uk/>

LINKS WITH OTHER POLICIES

This policy links closely with the following policies:

- Inclusion Policy
- Special Educational Needs Policy
- Children who are Looked After Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Anti Racism