

Brunshaw Primary School



'Inspiring children to be resilient and aspirational learners, within a positive and considerate community.'

English as an Addition Language Policy

March 2026

Agreed by Governors:

Introduction

At Brunshaw Primary School, we recognise that pupils with English as an Additional Language (EAL) bring a rich diversity of linguistic skills, experiences and cultural knowledge. We are committed to ensuring that all pupils, regardless of their starting point in English have full and equitable access to a high-quality, ambitious curriculum.

We maintain high expectations for all learners. Teaching is carefully designed to enable pupils to develop their English language skills alongside accessing a full curriculum, ensuring that language development and subject learning take place simultaneously. We place a strong emphasis on inclusive practice, accurate assessment and high quality teaching to support all pupils at all stages of English acquisitions, particularly those at early stages, so they are fully included and able to thrive within the school community.

Statement of Aims

- To ensure that all children, regardless of ethnicity, have equal access to a broad and balanced curriculum
- Ensure all EAL pupils rapidly acquire English to access the full curriculum
- To ensure that individuals or groups of children at risk of underachieving are targeted and receive extra support
- Enable pupils to achieve in line with, or above, their peers from similar starting points
- Provide a language-rich environment that promotes speaking, listening, reading and writing
- Value and celebrate multilingualism and cultural diversity
- Remove barriers to learning through inclusive, adaptive teaching
- To ensure that pupils, parents and carers from all backgrounds feel genuinely included in the community of our school and have a warm welcome
- 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

The Context of the School

As of March 2026

- 18% of pupils (72) have EAL
- Urdu, Dari Persian, Greek, Polish, Bulgarian, French, Kurdish, Sinhala and Lithuanian are some first languages are spoken
- The majority of EAL learners are born in the UK although a small percentage are new arrivals with no English
- Urdu is the most common first language for EAL learners
- Some EAL learners have not experienced formal education before arriving in school
- Some EAL learners are refugees and have experienced significant trauma before coming to Brunshaw.

Roles and Responsibilities

EAL leader vision statement

At Brunshaw Primary School, we value the linguistic and cultural diversity of our community and recognise every language as an asset. We are committed to ensuring that all pupils with English as an Additional Language are fully included, develop confidence in communication and achieve well across the curriculum. Through high-quality teaching, accurate assessment and targeted support, we enable pupils to acquire English and access ambitious learning from the very start.

The EAL Leader will:

- Lead and promote a whole-school approach to EAL, ensuring that inclusion and high expectations are embedded across all areas of school life
- Ensure that pupils with EAL are accurately identified, baselined on entry and regularly assessed to track progress in English proficiency alongside academic attainment
- Monitor the progress of EAL pupils termly, working closely with class teachers and the EAL tutor to ensure pupils are making progress in line with their peers
- Analyse assessment data to identify trends, strengths and areas for development, and ensure appropriate interventions are implemented where needed
- Work in collaboration with the EAL tutor to ensure high-quality assessment, targeted support and effective provision for pupils at all stages of English acquisition
- Support teachers in planning and delivering high-quality, inclusive teaching and enables pupils to develop English while accessing the full curriculum
- Provide guidance, training and resources to staff to ensure effective strategies for supporting EAL learners are consistently used across the school
- Monitor teaching and learning for EAL pupils through lesson observations, work scrutiny and pupil voice to ensure provision is effective and responsive
- Ensure that barriers to learning are identified early and addressed through appropriate support, adaptation and intervention
- Work in partnership with parents and carers, ensuring communication is clear, supportive and inclusive, using translation or additional support where necessary
- Celebrate and promote the cultural and linguistic diversity of the school community
- Report to senior leaders and governors on the effectiveness of EAL provision and the progress of pupils

Class Teachers will:

- Maintain high expectations for all pupils with EAL
- Ensure pupils with EAL have full access to a broad and ambitious curriculum through high-quality, adaptive teaching
- Assess pupils' English proficiency on entry and use ongoing assessment to inform planning and next steps
- Plan lessons that support both language development and curriculum learning simultaneously
- Use a range of strategies to support understanding, including visual aids, modelling, repetition and structured talk opportunities
- Explicitly teach vocabulary across all areas of the curriculum to support language acquisition
- Provide opportunities for pupils to develop speaking and listening skills through purposeful talk and interaction
- Use scaffolding, sentence stems and modelling to support pupils in expressing their ideas
- Monitor the progress of pupils with EAL and adapt teaching where progress is not in line with expectations
- Work closely with the EAL Leader and EAL tutor to ensure appropriate support and interventions are in place
- Create a language-rich classroom environment that supports communication and engagement

- Build positive relationships with pupils and support their confidence and inclusion within the classroom
- Value and respect pupils' home languages and cultural backgrounds
- Communicate effectively with parents and carers, seeking support where needed to ensure understanding

Strategies to be used within the classroom:

- Use visual support such as images, symbols, real objects and gestures to aid understanding
- Model language clearly and consistently, including correct pronunciation and sentence structure
- Pre-teach key vocabulary and revisit it regularly across lessons
- Explicitly teach subject-specific vocabulary to support understanding across the curriculum
- Provide sentence stems and structured language to support pupils in speaking and writing
- Break instructions into small, manageable steps and check for understanding
- Use repetition and overlearning to reinforce new language and concepts
- Provide opportunities for purposeful talk through partner work, group discussion and questioning
- Allow additional processing time for pupils to understand and respond
- Use scaffolding to support pupils' learning, gradually reducing support as confidence increases
- Encourage the use of home language as a tool for understanding where appropriate
- Use dual-language resources where available to support comprehension
- Provide practical, hands-on learning experiences to support understanding
- Use modelling and shared learning to demonstrate expectations
- Adapt questioning to support participation, including the use of closed and open-ended questions
- Regularly check understanding through observation, questioning and feedback
- Create a supportive environment where pupils feel confident to take risks with language
- Baseline children when they join their class and track progress using the NASSA termly

Assessment

- Pupils are identified as EAL on entry and a baseline assessment is carried out to determine their level of English proficiency in speaking, listening, reading and writing
- Information is gathered on pupils' prior education, literacy in their first language and length of time learning English
- Pupils' English language development is assessed regularly and tracked termly to monitor progress over time
- Assessment is supported by the EAL tutor, who provides specialist input to ensure accurate baselining and ongoing evaluation
- Teachers use ongoing formative assessment within lessons to identify next steps and adapt teaching accordingly
- Progress in English is considered alongside wider academic attainment to ensure pupils are achieving in line with their peers
- Where progress is not in line with expectations, appropriate support and interventions are implemented and reviewed

- Assessment information is used to inform planning, ensuring that teaching is responsive to pupils' needs
- Leaders monitor assessment data to identify trends, strengths and areas for development across the school
- Pupil progress is reviewed regularly through discussions between teachers, the EAL Leader and the EAL tutor

Resources

Staff will ensure they use a range of resources to support EAL learners (e.g. games, visual materials, computer software, widgits etc.) Resources, including displays across the school will reflect linguistic and cultural diversity.

March 2026
Review September 2028