



FORDBRIDGE COMMUNITY PRIMARY SCHOOL

EAL POLICY

SOLIHULL MBC

APPROVED BY GOVERNORS

SIGNED: TOM CROYDON

DATED: 26TH SEPTEMBER 2024

DATE

AUTUMN 2024

Reviewed by Mrs C Goulden

REVIEW DATE

AUTUMN 2025

Fordbridge Community Primary School EAL Policy: 2024-2025



This policy details our vision to identify and meet the needs of those pupils at Fordbridge Community Primary School classed as 'English as an Additional Language' (commonly referred to as 'EAL'). That is pupils who have a first/home language other than English and who are in the process of learning and using English as an additional language through the curriculum and the broader life of school.

1. Aims

At our School the teaching and learning, achievement, attitudes and well-being of all our pupils are important and therefore at Fordbridge we are committed to meeting the needs of students with English as an Additional Language.

Whilst being clear that EAL is not SEND, the school acknowledges that pupils with EAL often have additional needs in terms of accessing the language used by staff and peers, and related learning issues, which can lead to underachievement and isolation.

Therefore, we will endeavour at all times to:

- Ensure EAL pupils have access to the curriculum (and other school opportunities).
- Be proactive in removing any barriers that stand in the way of our EAL pupils fulfilling their potential.
- Provide our EAL pupils – particularly those who are New Arrivals – with a safe, welcoming environment where they are accepted, valued and encouraged to participate.

2. Context

As of Autumn 2024 we have 58 pupils who are identified as 'EAL' and speak a language other than English as their 'first' or 'common' language.

Languages other than English that are spoken by children in our School include Hungarian, Czechoslovakian, Polish, Chinese, Portuguese, Slovakian, Romanian, Tagalog, Farsi, Estonian, Bengali, Turkish, Albanian, Igbo, Tamil, Hindi, Italian, Arabic, Wolof, Urdu, Yoruba, Dutch, Nigerian, Pashtun, Dari and Mandarin.

3. Key Principles

For citizens and residents of the UK, acquisition of the English language is crucial to the fulfilling of academic potential/raising of academic prospects and being included in the daily life of the school community, and wider public society. At Fordbridge, we view the fulfilment of this amongst EAL pupils to be a fundamental part of our sense of mission.

- EAL pupils will take approximately 5-7 years of English-speaking education to acquire academically-fluent English. This will occur naturally through a nurturing immersion rather than segregated intervention. The rate of acquisition can be maximised but not necessarily accelerated.
- EAL pupils have a temporary additional need which is primarily language acquisition- it is separate/distinct from typical additional needs but with crossover points. EAL pupils are not automatically SEND and should not be labelled/treated in this way.
- EAL pupils will have potential strengths as well as additional needs.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language. School language and culture links should be encouraged wherever possible.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- The language demands of learning tasks need to be identified and included in planning.

4. Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL pupils' achievement and inclusion. Currently the designated 'EAL Co-ordinator' is Mrs Claire Goulden, who oversees development and day-to-day coordination of EAL provision.

Responsibilities of the designated 'EAL Coordinator' include:

- Identify incoming EAL pupils, with support of the Staff Team.
- In the first instance, completing the codes for the DFE Proficiency Scale. These are no longer mandatory but Solihull EAL advisory service recommends their continuation.
- Bringing the presence and needs of current EAL pupils to the attention of colleagues.
- Ensuring that EAL pupils are integrated into classes and have full access to the curriculum.
- Tracking the progress of EAL pupils using Solihull's 'Profiles of competence' and Solihull's 'EAL Tracker'
- Delivering relevant CPD to colleagues.
- Managing the EAL budget.
- Maintaining a register of EAL pupils.

5. Approach to Teaching and Learning

- Every member of staff should nurture language development.
- Pupils from other countries will often have very different educational experiences in terms of length and focus and style of previous learning. To be successful, we will have to coach pupils in how to learn.
- Pupils who have moved country will undergo the challenge and stress of social integration. To be successful, we will have to build stable and productive social groups.
- We recognise that EAL pupils have a right to a full timetable with equal access to the whole curriculum.

- Pupils are best placed in groups with fluent English speakers who will provide them with good models of language.
- Pupils are not automatically placed with Learning Support/SEND students for reasons of LSA support or smaller groups.

6. Special Educational Needs and pupils who are working at a high level of attainment

Fordbridge School recognises that most EAL pupils needing support with their English language development do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to appropriate provision in line with the SEND Policy.

Similarly, the school recognises that there may be EAL pupils who are working at a high level of attainment even though they may not be fluent in English.

7. Parents/Carers and the wider community

We aim to develop strong links and effective communication between school and parent/carers of pupils using EAL. This begins with a welcoming admissions process and continued support through parent and pupil workshops and the development of pupil ambassadors.

8. Resources

A range of resources are required to support pupils. The EAL lead teacher is accountable for the budget.

9. CPD

The school will ensure that staff working directly with our EAL pupils will have access to appropriate CPD to develop their knowledge and skills.

Signed Claire Goulden 11.9.24