Being the best we can be

SPARKLE MULTI-ACADEMY TRUST



ORCHARDS INFANT & JUNIOR SCHOOL

POLICY FOR EAL

REVIEWED SEPTEMBER 2026

Aims of Policy

This policy aims to raise awareness of the school's obligations and to support the planning, organisation of teaching and assessment procedures and the use of resources and strategies to meet the needs of pupils who have English as an Additional Language.

EAL at Orchards Infant & Junior School

- EAL pupils at Orchards come from a range of backgrounds. some of the pupils come from more established communities, such as the Bengali community, while others are new to the language and culture of the country.
- Some of the EAL learners are isolated speakers and may be the only speaker of their language in their class or school.
- Many of the pupils have attended school in their own country and are literate in their home language on arrival.
- Currently there are more than 10 different languages spoken at Orchards Infant & Junior School.
- On arrival information is gathered about…
  Previous educational experience
  Family and biographical background

Planning Monitoring and Evaluation

- Targets for EAL pupils, as with all pupils, are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporate curriculum and EAL specific objectives.
- The progress of EAL pupils is regularly monitored and evaluated
- When planning the curriculum, staff take into account the linguistic cultural and religious background of families.

Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate materials/support to enable pupils to participate in lessons.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk and the use of role play and drama. Pupils have access to effective staff and peer models of spoken language.
- The Orchards EAL Handbook for staff has practical advice for staff.
- Additional visual support is provided through interactive whiteboards, visual learning supports, practical demonstration and the use of gesture.

- Verbal support is provided in lessons through repetition, modelling and peer support.
- Use is made of collaborative activities that involve purposeful talk which encourages and supports active participation.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning e.g. writing frames and word lists.
- Pupils are encouraged to join the wide range of after-school clubs.
- Our school provides dual language dictionaries and work lists. Interactive whiteboards, pictures, artefacts and other concrete materials also give crucial support.

Assessment

The EAL Co-ordinator and Learning Support carry out ongoing recording of attainment and progress in line with agreed school procedures.

- Data analysis is carried out to monitor progress and appropriate support allocated.
- Statutory assessment arrangements of the National Curriculum allow us to make 'access arrangements' for children who are learning English as an additional language.

SEND and Gifted and Talented pupils

- Most EAL pupils needing additional support do not have SEND needs.

- Should SEND concerns be identified, EAL pupils have equal access to the school's SEND provision.
- Where EAL pupils are identified as Gifted and Talented leaners, they have equal access to school provision.

Parent/Community Involvement

- Staff will use plain English and if necessary translators and interpreters, were appropriate and available, to ensure good spoken and written communication.
- Our school will celebrating and acknowledging the achievement of EAL pupils in the wider community.
- Our ethos is to recognise and encourage the use of first language.
- Our aim is to help parents understand how they can support their child's learning at home, especially by continuing the development of their first language.

Initial contact with School or attendance at Prospective Parents Evening

- Registration details will be taken and the child registered with the school.
- An understanding of the present family situation and any wider needs should be sensitively gained.
- Arrangements for an interpreter will be made if required.

- Parents can be given a copy of the Prospectus and other relevant information.
- If not already undertaken , the family has a brief tour of the school and meets the Class Teacher (important information about school routines etc. should be reiterated to parents.)
- Visual timetable will be provided.
- The child will be registered for the Young Interpreters Scheme.

The Role of the Class teacher

The role of the class teacher is to …

- Provide appropriate resources for classroom support.
- Ensure the pupil is supported emotionally.
- Liaise with the designated teacher for EAL pupils, the EAL advisor and parents/carers.
- Develop a positive relationship with the child's family.
- Inform the head teacher of any difficulties or concerns.

At School

- Pupil information is disseminated to relevant staff. Class teachers have an extended responsibility for the pupils in their class.
- The EAL Teacher will match the new pupil with another child in the Young Interpreters Scheme (preferably speaking the same language).

- The EAL Teacher will advise the pupil's teachers about appropriate resources.

Day of / soon after admission

- The child will be welcomed on the first day and a Young Interpreter introduced to befriend the pupil, especially at lunch and break times.
- The class teacher and EAL Teacher carry out on-going assessment to determine the needs ,if any , of the new pupil.
- Specific support is arranged as appropriate. Short term targets are set.
- The pupil is supported through the Young Interpreters Scheme.
- The designated teacher for EAL is responsible for matching Young Interpreters to newly arrived pupils. This will be done in consultation with other staff.
- The designated teacher will manage the day to day management of Young Interpreters; changing pairings, arranging assessments and liaising with staff to ensue appropriate support.

WE ARE COMMITTED TO EQUAL OPPORTUNITIES FOR ALL, IRRESPECTIVE OF RACE, GENDER, SEXUALITY, DISABILITY OR RELIGION. WE WILL MONITOR THE IMPACT OF THIS POLICY TO ENSURE THAT NO GROUP IS ADVERSELY AFFECTED