



AL AMEEN
PRIMARY SCHOOL



EAL

(ENGLISH AS AN ADDITIONAL LANGUAGE) POLICY

Approved by:

Mohammed Rahman (Head Teacher)

Date effective from:

September 2026

Next review due by:

September 2027

Signed:

M A Rahman

IN THE FOOTSTEPS OF
MUHAMMAD

1. Purpose and principles

Al Ameen Primary School values multilingualism and recognises the linguistic, cultural and educational strengths pupils bring to school. Our aim is for pupils who use English as an additional language to participate fully in an ambitious curriculum, develop increasing fluency in English and achieve well from their individual starting points.

- EAL is not a special educational need or disability in itself.
- Expectations remain high. Pupils are not given a reduced curriculum simply because they are learning English.
- Support is matched to English-language proficiency, prior education, age, individual strengths and any additional needs.
- A pupil may be fluent in everyday conversation while still needing support with academic and subject-specific language.
- The school values and, where helpful, draws on pupils' home languages as an asset to learning and identity.

2. Legal and inspection framework

This policy has regard to the Education (Independent School Standards) Regulations 2014 and the Department for Education Independent School Standards guidance (April 2026), including expectations for a suitable curriculum, effective teaching and information about provision for pupils with EAL. It also takes account of the EYFS statutory framework (September 2026), the Equality Act 2010, the SEND Code of Practice where a pupil may also have SEND, and relevant DfE literacy guidance.

The school also has regard to current inspection expectations. ISI considers how leaders identify and meet pupils' needs and whether curriculum, teaching and assessment take account of pupils' aptitudes and prior attainment. Ofsted's September 2026 toolkit, although not the school's inspection framework, is used as a useful sector benchmark: it emphasises accurate assessment of English proficiency, high expectations, purposeful talk, explicit vocabulary teaching, repetition and early access to systematic synthetic phonics.

3. Definition and identification

For school purposes, a pupil is recorded as having EAL where English is not their first language or where they are still developing proficiency in English alongside one or more other languages. EAL status is different from EAL need: some pupils recorded as EAL will require little or no additional support.

On admission, the school gathers information from parents/carers about languages used at home, the pupil's previous schooling, literacy in other languages, length of exposure to English and any relevant educational history. Staff avoid assumptions based on accent, nationality or ethnicity.

Where a parent/carer indicates on the admission application form that their child speaks another language, or an additional language, at home, the school completes an EAL Proficiency Check. This is completed by the class teacher together with a senior leader, and is used to identify whether the pupil requires additional support for English as an additional language.

4. Assessment

- Teachers establish a baseline through observation, speaking and listening, reading and writing, and age-appropriate curriculum tasks.
- The EAL Proficiency Check assesses a pupil's listening, speaking, reading and writing skills against a set of proficiency stages, and is used to inform whether EAL support is needed and what it should focus on.
- Assessment distinguishes, as far as possible, between English-language proficiency and underlying subject knowledge or cognitive understanding.
- For new arrivals, initial assessment is proportionate and supportive; pupils are not repeatedly tested before they have had a reasonable opportunity to settle.
- Progress in English and across the curriculum is reviewed regularly. Pupils at an early stage of English acquisition are reviewed more frequently.
- Reception Baseline Assessment and other statutory assessments are administered in accordance with current DfE guidance, including the permitted access arrangements for pupils with limited English.

5. Teaching and classroom provision

- Teachers provide a language-rich classroom with clear routines, visuals, modelling and well-chosen examples.
- Pupils have frequent opportunities to speak with adults and peers, rehearse ideas orally and hear accurate models of English.
- Key general and subject-specific vocabulary is identified, explicitly taught, revisited and used in context.
- Instructions and explanations are clear and precise, with repetition, chunking and checking for understanding where needed.
- Scaffolds may include visuals, sentence stems, word banks, glossaries, dual-language resources and pre-teaching, but are reduced as pupils become more independent.
- Pupils who are at the early stages of learning to read in English are taught through the school's systematic synthetic phonics programme as soon as appropriate.
- Teachers allow pupils to demonstrate knowledge in ways that do not unnecessarily depend on advanced English where language is not the skill being assessed.
- Additional individual or small-group teaching may be provided where assessment shows it is needed, without unnecessarily removing pupils from the wider curriculum.

6. EAL and SEND

Difficulties arising from learning English must not be treated automatically as SEND. Where concerns persist, staff consider the pupil's progress over time, response to appropriate EAL teaching, developmental history, attainment in the first language where available, and information from parents/carers. The SENCO is involved where there is evidence of a possible special educational need or disability. Pupils with both EAL and SEND receive support for both needs.

7. Early Years

In the EYFS, practitioners support communication and language through high-quality interactions, stories, songs, play, modelling and vocabulary-rich experiences. Children are not discouraged from using their home language. Staff work closely with families and ensure that limited English does not

prevent a child from accessing the full EYFS curriculum or from having additional needs identified appropriately.

8. Working with parents and carers

- The school explains its approach to EAL and encourages families to continue developing the child's strongest home language.
- Important information is communicated in an accessible way. Translation or interpretation is considered where needed to enable meaningful parental involvement.
- Parents/carers are invited to share information about prior learning, language development and effective strategies used at home.

9. Roles and responsibilities

Role	Key responsibilities
Headteacher	Ensures this policy is implemented, resourced and reviewed and that provision meets the Independent School Standards.
EAL/SEND lead	Maintains oversight of identification and assessment, advises staff, monitors provision and helps distinguish EAL from possible SEND; completes EAL Proficiency Checks jointly with class teachers for newly identified pupils.
Class teachers	Plan ambitious, accessible teaching; complete EAL Proficiency Checks jointly with a senior leader for newly identified pupils; assess proficiency and curriculum progress; provide appropriate scaffolding and vocabulary instruction.
Teaching assistants	Support language development under teacher direction without creating dependency or unnecessarily separating pupils from peers.
Parents/carers	Share relevant language and education history and work with school to support progress.

10. Monitoring and review

Leaders review the attainment, progress and wider participation of pupils with EAL, with particular attention to newly arrived pupils and those whose progress is slower than expected. The school reviews the effectiveness of interventions and classroom strategies rather than assuming that length of time in the UK determines need. This policy is reviewed annually, or sooner if legislation, statutory guidance or inspection requirements change.

11. Related policies

- Curriculum Policy
- SEND Policy
- Admissions Policy
- Assessment Policy
- Safeguarding and Child Protection Policy
- Equality / Accessibility arrangements