St George's Church of England Infant School
English as an Additional Language Policy

Policy adopted by Governing Body: April 2026

Policy to be reviewed: April 2029

Inspire, Believe, Achieve-Let Your Light Shine Matthew 5:16

Be inspired with all our mind, believe in ourselves to achieve and flourish

The 6 Principles of Nurture:

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and capacity to deal more confidently with the trials and tribulations of life, for life.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

1. Introduction
We aim to nurture each child as an individual, respecting and valuing all differences, including cultural, racial and religious. We recognise the right of bilingual pupils to full curriculum entitlement and that the teaching of English is the responsibility of all teachers. Effective use of English is pivotal to the teaching and learning of all other subjects.

2. Aims
• To value each child's social background and life experience, including language, culture, race and religion
• To foster positive social relationships with peers and adults
• To acknowledge the richness and diversity of other cultures
• To address any specific needs which bilingual learners may have, either educationally, socially or emotionally
• To provide equal access to the curriculum
• To meet the needs of all pupils for whom English is an additional language
• To raise standards of achievement for those minority ethnic groups who are particularly at risk of underachieving
• To invite the involvement of parents in school life

3. Objectives
• To teach English as an Additional Language (EAL) as appropriate to the individual needs of the child and in accordance with The Bell Foundation EAL Assessment Framework.
• To ensure that there is clear identification of support and that learning difficulties are not confused with EAL difficulties
• To support the child in learning social language so that they can participate in school activities and develop peer relationships
• To support the child in the language and vocabulary specific to the curriculum
• To effectively assess and monitor progress through the EAL stages and in the general curriculum
• To reflect the cultural diversity of our society through links with the community
• To provide a welcoming, accepting ethos in the classroom and school, celebrating through work and displays the cultural diversity of the school.

4. Teaching and Learning Provision

The teaching of English will mainly take place in the classroom and is the responsibility of each class teacher. It is therefore done within a collaborative setting, giving staged support as appropriate to the needs of the individual child. Where a child has very limited understanding of English they may be offered extra support either individually or in a small group. This provision will be in their own classroom focusing on basic social speech and vocabulary enabling the child to cope within their new environment. As the child progresses, teaching will be extended to enable the child to access the curriculum. Extra provision will initially focus on the spoken language, understanding and meaning and should offer a focussed resource that would not normally be able to be given in a whole class situation. As the child's language skills develop, increased importance will be placed on written language and support will be given accordingly. Bilingual children are encouraged to learn through relevant experience and play, using a multi-sensory and collaborative approach. EAL specific targets will also be given for the pupils needing extra support in addition to the normal class adaptive teaching expected to support the needs of all pupils. Progress is monitored and tracked by subject leaders and SLT. All other summative assessment will be the same as other pupils in the school. Teachers' planning should demonstrate provision for EAL pupils in their class and reflect their current targets. Class adpations may include more multi-sensory resources to enable the pupil to access the curriculum at their own level. Every effort will be made to ensure that pupils are not given tasks below their developmental stage so that they are not undermined e.g. the content of reading books is at an age appropriate level.

5. EAL Extra Provision

Allocation of provision is prioritised to those pupils who have little or no English. The actual amount of time will also depend on the number of pupils needing support. Those at consolidating, competent or independent stages should have their needs met within the mainstream setting by the class teacher. The extra support given in class is an effective use of limited resources to enable focussed learning objectives to be addressed and help to be given to access the classroom curriculum.

6. Special Educational Needs

Some bilingual pupils may have Special Educational Needs and such children will have full and equal access to intervention and provision. The school recognises however, that bilingualism, or need for support with English as an Additional Language does not in itself, mean that the child has a Special Educational Need. It is the school's responsibility to differentiate between the two and ensure that a child who is having difficulty with the curriculum is not simply disadvantaged because of a language barrier. We recognise that education in some other cultures commences at a different age and pupils may have a low prior attainment before coming to St George’s CE Infant School. In some instances where clarity is needed an interpreter may be used to assess the child in their home language.

7. Foundation Stage

The acquisition of language is important to all early years pupils and the development of spoken English is an objective for all pupils. Early years pupils spend a larger proportion of their curriculum time in role play, speaking and listening activities and in play which facilitates the acquisition of English for the pupils with EAL.

8. Resources

Teachers need to provide appropriate materials and use language in a way that supports and develops the learning of English as an Additional language.

9. Equal Opportunities

In accordance with our Equalities and Cohesion Policy, no pupil should be disadvantaged because of gender, ethnic and national origin, age or disability.