

Hawthorn Primary School

English as an Additional Language (EAL) Policy



**Approved by: Pupil
Progress and Welfare**

Date:

Last reviewed: September 2025

Next review due by: September 2026

Rationale

We celebrate the fact that many of our children speak more than one language and acknowledge their ability to use a variety of community languages. In our school the teaching and learning, achievements, attitudes, and well-being of all children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

At Hawthorn, some of our children have learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims

The National Curriculum secures entitlement for all children to several areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and Race Relations (Amendment) Act 2001.

At Hawthorn Primary School teachers take action to help children who are learning English as an additional language by various means.

We develop their spoken and written English through:

- Pre-tutoring of new vocabulary.
- Displaying key vocabulary.
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging children to transfer their knowledge, skills and understanding of one language to another.
- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.
- Scaffolding learning opportunities using concrete resources and visual cues.

Ensuring access to the curriculum and to assessment by:

- Using accessible texts and materials that suit children's ages and levels of learning.
- Providing support through ICT, video or audio materials, dictionaries and translators.
- Using the home or first language where appropriate.
- Setting targets in literacy where needed.
- Deployment of additional adults for support.

Curriculum access

All children at Hawthorn Primary School follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work, unless within a focused target intervention group.

If required, we do withdraw children from lessons to receive EAL support, often with other children who also have targeted intervention.

The Foundation Stage helps children learning English as an additional language by:

- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Providing bilingual support to extend vocabulary.
- Providing opportunities for children to hear their home languages as well as English.

Assessment

At Hawthorn we use the A2E Pupil School Support toolkit to measure English language competence for New to English children. We use this as a tool for target setting and to assess the child regularly. Newly arrived children are assessed on the EAL toolkit. This informs the next steps of intervention.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

Review of Policy

This policy is subject to annual review and is approved by the Pupil Progress and Welfare Committee of the Governing Body.

Policy Approval

The EAL Policy is received and approved at the Pupil Progress and Welfare Committee meeting.

To be reviewed: September 2026