Section 1 — EAL Guidelines

Policy originator	Head of Education and Compliance
Approval	Paul Musetti: requested for adoption; Headteacher and Chair of Governors:
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Review	November 2027, or sooner if needs change
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1. Purpose and current context

We enable children learning English as an additional language (EAL) to belong, communicate and take part in the full curriculum. EAL is not, in itself, a special educational need. We value home languages and encourage families to continue using them.

As reported by the Head of Education and Compliance in November 2026, the school has 14 children with low-level EAL needs. The main focus of support is Nursery, where learning English overlaps with emerging language and communication. This is a description of current need, not a fixed limit on the support a child may receive.

2. A simple, classroom-first approach

The class teacher or EYFS key person leads everyday support through normal teaching and play. No separate EAL lesson plan, daily log or routine withdrawal programme is required. The accompanying one-page guide is the practical classroom checklist.

- Use objects, pictures, gesture and demonstration alongside spoken language. Teach a few useful words in the context of the activity.
- Model short, clear phrases; allow thinking time, rehearsal and responses through pointing, action, drawing or talk. Keep the learning ambitious while making the language accessible.
- Use a supportive peer and predictable routines. Check understanding by asking the child to show or do, rather than simply asking “Do you understand?”

3. Nursery and early language

Key persons gather a small amount of useful information from families: languages heard and used, familiar words for comfort and essential needs, interests, and how the child communicates at home. Use the normal settling-in conversation, not an additional form.

- Use repeated stories, songs, rhymes, picture choices and language-rich play. Follow the child's interests and narrate what is happening in short phrases.
- Teach words and gestures for help, toilet, drink, stop and feelings. Use a visual routine and familiar adults to build security.
- Give time to listen and join in without forcing speech. Welcome home-language responses and model English naturally, without repeated correction.
- Judge development across the child's languages and experience, not against English-speaking performance alone. A quiet settling-in period is not, on its own, evidence of SEND.

4. Notice progress

Use ordinary observations, work and classroom assessment to notice participation, understanding, vocabulary and growing independence. Review through existing pupil-progress or EYFS discussions each term; speak sooner if a child is struggling. Record only a brief useful note in the existing pupil record when support changes or a concern needs follow-up.

Keep families informed through normal conversations and reporting. Consider previous education, opportunities to learn English and communication in the home language. Do not confuse conversational confidence with understanding the language of learning.

5. EAL and SEND

EAL and SEND can coexist. Where difficulties extend beyond learning English, or progress remains concerning, the teacher consults the SENCO and families through the existing SEND assessment and graduated approach. Do not identify SEN solely because a child uses another language; equally, do not dismiss a possible additional need as "just EAL". Seek specialist advice when needed, including information about communication in the home language.

6. When a child has significant EAL needs

For a new arrival with little or no English, or any child whose language needs materially limit participation, use the following short route. It is a support process, not automatic SEND identification or a reason to exclude a child from learning.

1. **Before or at entry:** the Headteacher and class teacher/key person speak with the family about languages, previous schooling, strengths, literacy, communication, welfare and immediate needs. Arrange interpretation where needed; use an appropriate adult for sensitive conversations, not another child.

2. **Agree a small starting plan:** use one brief note in the existing pupil record, naming the lead adult, two or three immediate priorities and the review date. Priorities normally include safety and essential needs, belonging and classroom access. Share the practical arrangements with staff and family.

3. **Provide support immediately:** a named welcoming adult, supportive peer, visual routines, essential vocabulary and modelled instructions. Adapt tasks and responses without routinely removing the child from the curriculum. Assess starting points sensitively through observation, practical activity and available home-language information.

4. **Review after the first four to six weeks, or sooner if needed:** discuss participation and progress with the family. Continue, adapt or reduce support. If needs remain substantial, the Headteacher agrees additional resources or specialist advice; involve the SENCO where an additional need is suspected.

7. Resources, responsibility and review

Routine classroom measures are part of normal teaching. Any proposed additional or specialist EAL provision, its availability, scope and any applicable costs must be discussed and agreed with families in writing beforehand. No charge will be made for statutory reasonable adjustments, and nothing here overrides applicable duties relating to EHCP provision.

Teachers and key persons deliver support; the Headteacher resolves additional resourcing needs; the SENCO advises where SEND may coexist. The Head of Education and Compliance reviews this policy with the Headteacher through existing review arrangements. No separate EAL committee, reporting cycle or duplicate register is required. Read alongside the school's Admissions, SEND and EYFS policies.

Section 2 — Classroom Support Measures

One-page staff guide | Nursery to Year 6 | 16 November 2026

Use within normal teaching. No separate daily EAL forms or lesson plans.

Do this	
Make meaning visible	Show an object, picture or worked example as you speak. Point, gesture and demonstrate the first step.
Keep language clear	Give one instruction at a time. Model a short phrase; pre-teach a few useful words in the lesson or play activity.
Give time and a way to respond	Pause and allow rehearsal with a partner. Accept pointing, acting, drawing or home-language responses while modelling English.
Check real understanding	Ask "Show me…" or "Which one…?" Do not rely on a nod or a yes.
Support belonging	Use a kind peer, a predictable routine and picture choices. Avoid putting the child on the spot to speak publicly.
Build Nursery language through play	Repeat songs and stories; follow the child's interests. Narrate play, name feelings and model phrases for help, toilet, drink and stop.
Value the home language	Ask families for familiar words and how the child communicates at home. Encourage continued home-language use.
Notice and adjust	Use normal observations and work. Review in existing progress discussions; note only meaningful changes or concerns in the usual pupil record.

If needs are more significant

Tell the Headteacher. Agree one brief starting note: lead adult, two or three priorities and a review in four to six weeks. Provide visual routines, essential language and classroom access straight away; request interpretation or specialist advice where needed.

Remember

EAL is not itself SEND. Check communication across languages; involve the SENCO if wider needs are suspected. Do not force speech, lower expectations automatically or mistake silence for lack of understanding. Flag safety or welfare concerns immediately through the usual school route.