



Inglehurst Infant School

EAL policy

Last Reviewed	September 2025
Review date	September 2026
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Headteacher	Kerry Pochin
Rob Johnson	Chair of Governors

1. Introduction

This policy outlines the school's commitment, statutory responsibilities, and approaches to planning, teaching, assessment and pastoral provision for children and young people (CYP) who are learning English as an Additional Language (EAL). Our aim is to ensure **equitable access to the full curriculum**, remove barriers to success, and raise the achievement of all multilingual learners.

Inglehurst Infant School welcomes and values the linguistic, cultural and educational experiences that EAL pupils bring. We are committed to ensuring that every EAL learner is included, supported and able to thrive academically, socially and emotionally.

This policy ensures a **consistent, whole-school approach** to meeting the needs of pupils learning English as an additional language.

2. Definitions

EAL

Refers to pupils who are exposed to a language other than English at home and are learning English as an additional language.

International New Arrivals (INA)

Pupils who have recently entered the UK from abroad and are learning English as an additional language. They may join the school mid-year and require rapid induction.

New to English (NtE)

Pupils at the earliest stages of learning English. This may include INAs or pupils born in the UK with limited early exposure to English.

Advanced Bilingual Learners (ABL)

Pupils who are orally fluent but may still require support with academic English, writing and complex language demands. Leicester City guidance identifies ABL as learners studying English for more than two years.

Note: Once identified as EAL, a learner remains EAL throughout their school journey.

3. Statement of Aims

We aim to:

- Promote **equality of opportunity** for all EAL learners.

- Collect and communicate essential information during induction to support transition.
 - Ensure **full curriculum access** from day one, supported by scaffolding and high-quality teaching.
 - Develop pupils' communication skills in speaking, listening, reading and writing.
 - Value and support the continued use of home languages.
 - Monitor progress through robust assessment and adapt teaching accordingly.
 - Prevent the misidentification of EAL as SEND or low ability.
 - Celebrate diversity and acknowledge pupils' strengths and cultural identities.
 - Foster strong partnerships with parents, ensuring language is not a barrier to communication.
 - Provide a welcoming, safe environment for INAs and New-to-English learners.
 - Build partnerships with external agencies to strengthen provision.
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4. Local Context

According to **Leicester City Primary Schools 2023–2024 data**, 23.4% of pupils speak a language other than English at home, compared with 20% nationally.

At Inglehurst Infant School, **50.24%** of pupils come from multilingual households, with **27 languages** represented — significantly above local and national averages.

This policy reflects our context of high mobility and cultural diversity.

5. Roles and Responsibilities

Inclusion Manager

Oversees the strategic direction and day-to-day coordination of EAL provision.

Responsibilities include:

- Promoting excellent EAL practice and providing specialist advice.
- Conducting an annual EAL audit and sharing a clear EAL vision.
- Staying informed of national and local guidance.
- Managing induction for EAL learners and monitoring arrivals and leavers.
- Analysing EAL data to inform school priorities.
- Supporting staff professional development.
- Promoting positive parent partnerships and celebration of diversity.
- Liaising with leadership on all matters relating to EAL.

All Staff

All staff share responsibility for the progress and inclusion of EAL pupils by:

- Providing a warm and welcoming induction.
- Using translators/interpreters where appropriate.
- Recognising and valuing cultural, religious and linguistic backgrounds.
- Encouraging the use of home language to support learning and identity.

- Helping parents understand how to support learning at home.
 - Celebrating achievements within and beyond school.
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6. Induction and Mid-Year Arrivals

Induction is conducted in a sensitive, family-centred manner. Information gathered includes:

- Linguistic background and home languages
- Previous education
- Key personal, cultural or family information
- Any SEND considerations

Families are offered flexibility in how induction meetings are held, and translators are used when needed.

Mid-year arrivals and new-to-country pupils receive:

- a classroom buddy
- a tour and structured introduction to routines
- early informal assessments
- immediate access to classroom learning

This ensures belonging and continuity of education from day one.

7. Assessment

EAL pupils need support to develop:

- phonological awareness
- grammatical structures
- vocabulary and meaning
- contextual, cultural and non-verbal understanding

Where progress in speaking, listening, reading or writing is a concern, teachers may use the **five proficiency bands**:

- A — New to English
- B — Early Acquisition
- C — Developing Competence
- D — Competent
- E — Fluent

Each band includes descriptors used to set targets and track progress. Pupils may progress at different rates; variation is expected and not a concern.

Assessment informs planning, teaching and any additional support needed. Teachers maintain ongoing dialogue with the Inclusion Manager and parents.

8. Teaching and Learning

Our classrooms are **inclusive by design** and benefit EAL learners through:

- **visual timetables**
- **pictorially labelled resources**
- language-rich environments
- clear classroom routines

We use evidence-informed strategies such as:

- visual cues and modelling
- pre-teaching key vocabulary
- structured speaking and listening opportunities
- talk partners and group talk
- differentiated questioning
- scaffolds (sentence starters, writing frames)
- explicit grammar teaching
- real-life learning experiences
- valuing home languages
- careful pairing for language models
- additional verbal support and time to think
- buddies for NtE learners

EAL learners are not withdrawn from core curriculum unless targeted intervention is necessary.

SEND and EAL are distinguished carefully. Where both are present, provision is coordinated through the SENDCo.

9. Continued Professional Development

The school ensures staff have access to high-quality EAL CPD. Specialist staff receive additional training as needed.

10. Monitoring and Review

The EAL Leader monitors the impact of this policy annually and reviews the policy every **three years**.