

Cockton Hill Infants' School
EAL (English as an additional language) Policy



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Chair of Governors: Bob Woods

	Date	Name	Position
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Reviewed	23/6/2026	Tom Cuthbertson	Head Teacher
Equality Reviewed	23/6/2026	Bob Woods	Chair of Governors
Approved	23/6/2026	Bob Woods	Chair of Governors
Review date	23/6/2027		

Introduction

In our school we regard achievements, attitudes, social interaction, behaviour and well-being of all our pupils as greatly important. We encourage all our children to achieve the highest possible standards and the teaching and learning is planned to consider all children's life experiences and needs.

We occasionally have children who have particular learning and assessment requirements that 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 that are similar to those of their monolingual-speaking peers. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims and Objectives

The National Curriculum and the EYFS secures the entitlement for all children to a broad and balanced curriculum and gives them the opportunity to develop the knowledge and understanding, skills and attitudes that are necessary for their self-fulfillment and development as responsible citizens. We promote the principles of fairness and justice for all, through the education that we provide in our school.

The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an Additional Language, including those pupils with EAL who may have Special Educational Needs.

Principles

- We recognise that English is the essential language of access for education and communication in our community, and all children have a right to rapid, effective English language teaching. Concurrently, we celebrate our school as a place of sanctuary where a pupil's home language is protected as a fundamental asset to their identity, self-esteem, and cognitive development.
- Support in all the languages in a child's linguistic repertoire helps to ensure that children have the best access to new concepts and ideas leading to the highest possible achievement.
- It is essential that this starts with a strong foundation in the early years.
- Language is a fundamental aspect of identity, so denying children the experience of communicating in their home languages can damage their confidence. However, valuing and drawing on this asset builds self-esteem and belief in their ability to learn.
- All pupils should have access to a range of languages in order to increase social and community cohesion. We actively foster this by sharing and celebrating our children's diverse linguistic heritages across our whole school environment.
- An ability to communicate in more than one language is a social and life advantage.
- To value the whole child or young person their full language repertoire must be included.
- Continuing to develop the first language at home and at school while learning English maintains family and cultural relationships.
- Promoting home languages at school and within the school's community, including communicating with parents in ways which are accessible to them, builds community links and mutual respect.
- This encourages families and schools to work in partnership to develop children's full range of language competencies.
- Achievement in more than one language develops the capacity to enjoy being a confident and competent user of spoken and written language for an expanding range of purposes.

- The approach to language development is inclusive and values the language heritages and experiences of all pupils and adults within the educational community, whether they are monolingual, bilingual or multilingual.

Teaching and Learning

In our school, teachers take action to help children who are learning English as an additional language by various means:

Providing a welcoming and supportive induction into the school by:

- Seeking information from parents and new pupils about cultural background, previous educational experience and achievements, special interests and skills, dietary, faith and dress requirements while remaining sensitive and adaptable to families seeking sanctuary who may have fragmented records or experienced forced migration.
- Conducting a tour of school and explaining how it is organised.
- Talking through rights and responsibilities for parents and pupils (homework, uniform, lunchtime arrangements, start & end of school day, etc.).
- Answering any questions parents and children may have.
- Negotiating an induction programme to suit the new child's needs.
- Ensuring that host classes are prepared to welcome their new classmates.
- Ensuring that all staff are aware of the pupils new to English and what they can do to support their welcome into our school.
- Being prepared to address any difficulties that may emerge during the induction period.

Developing the pupil's English by:

- Providing a range of clear visual contexts to support listening and speaking in social interaction and in learning activities.
- Identifying specific needs relating to the development of the pupil's oracy and literacy skills.
- Ensuring that these needs are addressed in the teacher's planning.
- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words.
- Explaining that 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 that English is used.
- Ensuring that there are effective opportunities for listening and speaking and that these are used to support reading and writing.
- Encouraging pupils to translate their knowledge, skills and understanding from one language to another.
- Building on children's experiences of language at home and in the wider community, so that their developing use of English and other languages support each other.
- Ensuring parental involvement and participation in pupil's learning, especially if there is no bilingual support available in school.

Ensuring access to the curriculum and fair assessment by:

- Using activities, texts and visual materials that are suited to the pupil's age, ability, culture and level of English language acquisition.
- Providing support through ICT, video or audio materials, dictionaries, translators, talk partners, readers and amanuenses.
- Using home or preferred language when appropriate.

- Putting in place any special assessment and reporting arrangements required by the DfE and the Standards and Testing Agency (STA).
- Consulting with parents and enlisting their support in helping their children with their learning.

Resources

In order to develop independence, all pupils will have access to: Pictures, artefacts, ICT resources, illustrated books, bilingual picture dictionaries, English picture dictionaries, dual language books, help-sheets, word-banks, labelled diagrams and pictures, writing frames and differentiated materials.

Curriculum Access and External Partnerships

All children in our school, including those with English as an Additional Language, follow the requirements of the National Curriculum.

Wherever possible, after Induction or specialist assessments, we do not withdraw pupils from lessons to receive EAL support as learning needs are best met alongside their peer group.

To enhance our provision, the school works in close partnership with Durham County Council's English as an Additional Language (EAL) Team.

- We regularly liaise with the Durham County Council EAL advisory staff to ensure our school-based strategy aligns with specialist regional guidance.
- Where appropriate, members of the Durham County Council EAL team provide direct, targeted support to individual children or small groups within our school setting to accelerate their acquisition of English and boost confidence.

EMTAS support and our collaboration with the local authority is focused on enabling the class teacher to assess, plan and provide appropriate learning activities to help pupils access the curriculum and to develop English language skills.