



POLICY FOR ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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Updated September 2025

Section 1: Defining English as an Additional Language (EAL)

We define EAL as per the Department for Education: Annual School Census Guidance:

A first language other than English should be recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community. If a child was exposed to more than one language (which may include English) during early development the language other than English should be recorded, irrespective of the child's proficiency in English.

(Refer to Appendix 1 for DfE Guidance)

Section 2: Context

North West London Jewish Day School is an inclusive school. We are committed to making appropriate provision for all pupils including those for whom English is an additional language. We recognise the importance of addressing each child's individual needs whilst valuing the skills and diversity they bring to the school.

Section 3: Rationale

This document is a statement of the aims and principles for English as an Additional Language at North West London Jewish Day School. It also lays out strategies for assessing and monitoring the progress of all EAL learners as well as the current provision for children on the EAL Register. Finally, this policy documents procedures in place when children 'New to English' or at the stages of 'Early Acquisition' join the school.

This policy was developed in consultation with the Head Teacher, Inclusion Leader/SENCo and the Governor for Inclusion.

This policy should be read in conjunction with the Inclusion Policy with special reference to SEND (special education need and disabilities).

Section 4: Our Vision

As part of our policy of inclusion we welcome all pupils and provide excellence and equality in education for every child. At North West London Jewish Day School, the curriculum is taught in ways that enable each child to access it equally. We aspire to cultivate the maximum potential of our pupils regardless of ethnic group, age, disability, special educational needs/disabilities and gender. All students will have equal opportunities to participate fully in both academic and social activities and are encouraged to be active participants of our school. It is our aim that a wide range of activities be planned and organised to stimulate our pupils' interests, instill within them a love of learning and make children aware of the contributions made to the curriculum by role models from diverse cultures. The

development of our children is a collaborative approach between the child, parents and teachers.

Objectives:

We aim to:

- 1) Ensure that all pupils with English as an additional language should be able to access the complete curriculum and reach the same level of attainment that they would have reached in their main or other home language.
- 2) Guarantee that EAL learners will achieve results at least as good as any of their English-only speaking peers.
- 3) Raise the attainment of EAL learners by giving pupils with EAL access to the curriculum as quickly as possible and providing EAL learners with frequent opportunities to hear and read good models of English.
- 4) Plan appropriate activities to extend the knowledge and use of English in different contexts for EAL learners.
- 5) Provide additional in-class and withdrawal support to EAL learners as appropriate to their development and needs.
- 6) Develop an understanding of pupils' home languages and celebrating this through school initiatives.
- 7) Using visual and auditory resources including those identified by the practice of Quality First Teaching.
- 8) Assess pupils with EAL to establish their need and progress.
- 9) Ensure pupils use English confidently and competently as a means of learning across the curriculum.
- 10) Make use of their knowledge of other languages to enhance the understanding of the whole school community, as appropriate
- 11) To provide support and advice for all staff working with children on the EAL register as well as their parents.
- 12) Encourage pupils to share in the planning and evaluation of their learning and to undertake responsibility for their learning.
- 13) Encourage every teacher to have responsibility for meeting the learning needs of all pupils in their care and to differentiate the curriculum appropriately.

Section 5: Integration of new pupils into the school:

In advance of joining:

All new parents and pupils meet with the Head Teacher and the class teacher they will be joining. This familiarisation meeting is an opportunity to gather further information regarding any specific language needs the child might have and the level of English spoken by the parents and family. This meeting will also be an opportunity for teachers to clarify school/class routines and includes a tour of the school and other classes in order to meet other pupils and class teachers.

On joining the school, parents of all pupils will complete forms which gather data on languages spoken at home; details of previous schooling, in the UK and/or abroad; religious

and cultural background in addition to other relevant data. The administration staff are available to support parents with the completion of these forms.

Upon joining:

Class teachers and the EAL coordinator will be advised of new arrivals in advance and on the first morning at school, class teachers will clarify procedures such as lining up at start of day and pick up at end of day.

Teachers will also assign new pupils a buddy who will support the child throughout the first week (longer if necessary). The buddy will ensure that the new pupil has a friend to play with at play times and direct them to the toilet, canteen, etc.

All school staff, including class teachers, teaching assistants and Lunch-Break Supervisors will be made aware of the linguistic needs of new EAL learners.

Early Stage EAL pupils in EYFS will be given frequent opportunities to develop their speaking and listening skills. This also allows them to improve their social interaction in an environment where they can choose from a range of child-initiated activities including role play, painting, construction, puzzles, exploring science and materials and more.

Children joining further up the school will receive personalized provision (detailed on the class provision map) within the classroom and if necessary, outside of the classroom in order to meet their individual needs. This will include assessment of English language proficiency and First Language and may also include out-of-class one-to-one or group intervention.

Section 6: Provision within the Classroom

Language is central to our identity and learning and teachers have a crucial role in modelling uses of language. Effective use of language is crucial to the teaching and learning of every subject. The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension (identified with initials on planning). As with any other pupil, if an EAL learner is found to be experiencing significant difficulties, then this should be brought to the attention of the EAL coordinator.

Teachers must also be aware of the importance of pupils' home language in building on their existing knowledge and skills and developing their fluency in English. Many concepts and skills depend on and benefit from well-developed home language.

The class teacher has ultimate responsibility to plan and provide for all children in their class including those on the EAL register. In addition to this, General Learning Support Assistants work within the class as deployed by the class teacher to provide personalised provision.

Teachers' responsibilities

Class teachers are responsible and accountable for the progress for all pupils in their class including EAL learners. First quality teaching, including differentiation and use of a multi-sensory approach ensures that the individual needs of every child in the class are met.

It is the responsibility of the class teacher to:

- 1) Produce effective planning that identifies the key role of all support staff
- 2) Allow for collaborative group work
- 3) Provide frequent opportunities for speaking and listening
- 4) Providing effective role models of speaking, reading and writing
- 5) Provide additional verbal support e.g. repetition, alternative phrasing, peer support
- 6) Offer additional visual support e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- 7) Make use of bilingual resources e.g. dictionaries, online support, bilingual pupils, texts, key word lists/mats, etc.
- 8) Make writing frames available, appropriate to tasks
- 9) Timetable opportunities for activities which encourage communication such as role play
- 10) Encourage discussion before and during reading and writing activities, using home language where appropriate.
- 11) Reviewing texts and speech in all subjects prior to teaching with a view to preparing for explanations of unfamiliar vocabulary and phrases.
- 12) Use a variety of strategies to introduce a lesson e.g. oral, written, pictorial, graphical, etc.
- 13) Correct the use of children's grammar [spoken and written], as appropriate, and allowing them time to repeat corrections to the teacher.
- 14) Identify if a child needs support beyond the classroom and consult with the EAL coordinator

LSA Responsibilities:

It is the responsibility of LSA's:

- 1) To support class teachers in providing opportunities for EAL learners to access the curriculum to the best of their abilities.
- 2) To provide additional support to EAL learners, sometimes alongside non EAL learners, as appropriate, whether in the classroom, or in small groups outside the classroom. As directed by the Class Teacher. When this is the case, specific instruction and differentiation should be clear on planning and/or appropriate training should be provided.

Section 7: Provision beyond the Classroom

The EAL Coordinator:

It is the responsibility of the EAL Coordinator to:

- 1) Ensure areas of the school are labelled in common languages such as the main hall, classrooms and toilet as well as objects within the classroom such as windows, doors and items of stationary.
- 2) Put up an EAL welcome display at the entrance to the school.
- 3) Provide pre-prepared games and teaching resources for the teaching of EAL. These can be borrowed for use in class or for pupils to use at home with their parents.
- 4) Set up an EAL library including bilingual dictionaries, stories/text from different cultures, non-fiction texts about role models from different cultures and ethnicity as well as dual language books and talking pens to support pupils in using their own language in school.
- 5) Provide support and training for all staff in the teaching of EAL learners
- 6) To provide EAL intervention across the school, as necessary.
- 7) To maintain and update the EAL register/EAL provision maps with information regarding English proficiency, knowledge of other languages and provision provided.
- 8) To attend Pupil Progress meetings and monitor whole school data to ensure all children on the EAL register are making expected progress.
- 9) Provide training, support and resources for parents of children on the EAL register, where necessary.

Section 8: Identification, assessment and recording of pupils on the EAL register & strategies for ensuring continuity and progress

As well as a familiarisation meeting upon the child joining the school, class teachers identify and assess the need for support for pupils using a variety of data including teacher assessment, individual pupil targets, attendance and behaviour monitoring and consultation with parents. When making assessments, teachers should be aware of the possibility that pupils with EAL may demonstrate an ability to read to a given standard without a corresponding level of understanding.

Half termly Pupil Progress meetings with the Head Teacher, Assessment Coordinator and SENCos enable us to apply a plan-do-review framework for all pupils which then informs our EAL provision. If a child is noted as continuously not making expected progress then this will be brought to the attention of parents to discuss how to fully support their child in order that they achieve their potential.

The EAL Register and Provision Map is a working document which details the current level of English proficiency of each child as well as the provision which is in place for them, over and above and in addition to existing classroom provision. The progress of each child and their provision will be assessed at pupil progress meetings in relation to the data from Target Tracker (as per NWLJDS Assessment Policy) and, in the case of children whose proficiency is

recorded as 'New to English' or 'Early Acquisition', in consultation with data from EAL assessment tool - 'Bell Foundation – Assessment Tracker'.

Reporting to parents will be undertaken formally three times a year through parent consultations and an annual school report. Further meetings may be arranged by the class teacher or at the request of parents/carers.

Section 9: Parent Partnership

We value parental involvement and especially their help and support with activities at home. The school will support parents' access to information by providing translations where necessary. We believe in supporting all our parents/carers so that they feel confident about approaching the school with any concerns or queries they may have. We also respond to parent feedback.

Appendix 1

In the UK national context, particularly as defined by the Department for Education (DfE) in England, an EAL learner (English as an Additional Language learner) is a pupil who is exposed to a language other than English at home or in their community.

The official national definition used by the DfE:

An EAL learner is a pupil whose first language is not English. “First language” is defined as the language to which a child was initially exposed during early development and continues to be spoken at home or in the community.

Key points from the DfE definition:

- A pupil is recorded as EAL if they speak or are exposed to another language in addition to English.
- This includes pupils who are fully fluent in English but whose home language is not English.
- The EAL designation is not based on English proficiency, but purely on linguistic background.
- Schools must record a pupil’s first language as part of the School Census.