



# St Mary's Hampton

## Church of England Primary School

### EAL POLICY

Reviewed by Deputy Headteacher: Spring 2026  
Reported to Local Governing Committee: April 2026

Review Frequency: Every three years  
Next Review: Summer 2029

#### Introduction and Rationale

At St Mary's Hampton Church of England Primary School, we cultivate an inclusive environment where every child is valued, safe and encouraged to flourish. Our Christian values of **Faith, Hope and Love** guide how we support pupils with English as an Additional Language (EAL).

- **In Faith we trust** – We honour every child's linguistic and cultural identity.
- **In Hope we dream** – We instil confidence and resilience in all learners.
- **In Love we flourish** – We act with compassion and respect, ensuring pupils' needs are understood and met.

This updated policy aligns with new national expectations following the **2026 Schools White Paper**, which emphasises inclusion, oracy, wider curriculum access, attendance and engagement.

#### Statement of Commitment

We commit to:

- Raising attainment and achievement for all EAL pupils.
- Offering high-quality teaching supported by research-informed EAL practice.
- Ensuring curriculum access for pupils at all stages of English acquisition.
- Providing multilingual, culturally responsive classroom environments.
- Partnering with families to celebrate and maintain home languages.
- Ensuring our work aligns with strengthened national inclusion standards.

This policy also responds to national recommendations to reintroduce **statutory English proficiency assessment**, recognising the importance of robust data to support effective provision.

This policy should be read alongside the SEND Policy (2014 Code of Practice), the Equality Act (2010), the Safeguarding Policy, the Accessibility Plan, and the Behaviour Policy to ensure coherent inclusive provision for all learners.

## **Aims of the Policy**

We aim to:

- Ensure full access to a broad, balanced curriculum for EAL pupils.
- Use effective assessment to identify language proficiency needs early.
- Develop high levels of oracy, reading and academic vocabulary.
- Provide targeted intervention where needed.
- Create learning environments rich in language and supportive visuals.
- Use pupil data to close disadvantage gaps, in line with new funding reforms.

## **Definitions**

### **EAL Learner**

A pupil exposed to a language other than English at home.

### **Bilingual Learner**

A pupil who can understand or use more than one language.

### **Advanced Bilingual Learner**

A pupil who appears fluent but may still require support with academic language.

### **Proficiency Assessment**

The school uses a staged English Proficiency Framework to assess listening, speaking, reading and writing. This aligns with ongoing national recommendations for reintroducing statutory EAL proficiency assessments.

## **Teaching and Learning for EAL Learners (Including Ordinarily Available Provision)**

High-quality teaching is the foundation of EAL provision at St Mary's Hampton, and all teachers are responsible for supporting pupils who use English as an Additional Language. Our approach brings together inclusive classroom practice, language-rich teaching and the ordinarily available provision expected for all learners.

### **Universal Inclusive Practice (Ordinarily Available Provision)**

The following strategies form part of our everyday teaching and are available to all EAL pupils **without the need for additional intervention**:

- **Clear, consistent classroom routines**, supported by visual timetables, modelling, demonstration and repetition.

- **Language-rich learning environments**, including labelled displays, vocabulary walls, sentence stems and key word lists that support comprehension and expression.
- **Scaffolded tasks**, such as writing frames, graphic organisers, guided group work, chunked instructions and accessible texts.
- **Explicit vocabulary teaching**, including pre-teaching key terminology, revisiting new language and using context-rich modelling.
- **Structured oracy development**, with opportunities for paired talk, rehearsed language, discussion roles, drama and oral rehearsal — aligning with the strengthened national focus on oracy within the 2026 curriculum reforms.
- **Visual and practical learning**, using images, diagrams, gesture, concrete objects, role-play and practical modelling to support understanding.
- **Use of home language as a learning asset**, encouraging pupils to draw on prior knowledge, bilingual partners, and dual-language resources.
- **Feedback that supports language development**, focusing on both content understanding and key linguistic next steps.

These practices align with the **Universal** level in the 2026 *Universal → Targeted → Specialist* inclusion model, ensuring all pupils receive high-quality support as part of everyday teaching.

Our Universal → Targeted → Specialist model operates within the school-wide Assess–Plan–Do–Review (APDR) cycle.

### **Planning for Language Development**

Teachers plan lessons that:

- Identify the language demands of each subject or task.
- Break down key concepts and explicitly teach the vocabulary and structures needed for success.
- Build in repeated practice of new language in meaningful contexts.
- Support both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).
- Include bilingual opportunities where relevant, recognising that maintaining home language supports cognitive and academic development.

### **Oracy and Communication**

In line with national curriculum reforms emphasising strengthened oracy and communication across subjects, teachers:

- Model high-quality spoken English.
- Provide sentence frames, talk structures and opportunities for rehearsal.
- Use structured talk routines to support reasoning, explanation and collaborative problem-solving.
- Build confidence through supportive pairings and small-group work.

This reflects the 2026 White Paper's focus on **literacy, oracy and communication as core pillars of curriculum reform**.

### **Assessment Within Teaching**

As part of ordinary classroom practice:

- Teachers continuously assess pupils' language development during lessons.
- Proficiency stages are monitored to ensure pupils are accessing learning appropriately.
- Learning tasks and scaffolds are adjusted in response to ongoing formative assessment.

### **When Targeted or Specialist Support Is Needed**

Where pupils require more than ordinarily available provision:

- Additional small-group or 1:1 teaching may be implemented.
- Personalised language targets may be included in an **Individual Support Plan (ISP)**, following the national inclusion model.
- Further assessment or referral may be considered if concerns extend beyond language acquisition.
- Adapt questioning, expected outcomes, and support materials based on proficiency stage.

## **Monitoring, Assessment and Data Use**

Assessment includes:

- Baseline English proficiency assessment using the school's staged framework.
- Termly progress checks in reading, writing, speaking and listening.
- Tracking curriculum access and attainment relative to peers and discussing findings at pupil progress meetings.
- Reviewing data in line with new national expectations for inclusion and ensuring equity in funded provision.

EAL proficiency and attainment are reviewed termly and reported through the school's inclusion dashboard to SLT and the Local Governing Committee, alongside SEND.

This approach supports early identification and aligns with national calls for proficiency-based assessment return.

## **Roles and Responsibilities**

### **EAL Lead**

The EAL Lead will:

- Oversee school-wide EAL strategy.
- Support teachers with training and coaching in high-quality EAL practice.
- Lead assessment and monitor progress.
- Coordinate support in line with the **Universal → Targeted → Specialist** model from the 2026 reforms.
- Develop the EAL Action Plan to align with inclusion and curriculum priorities.
- Conduct learning walks, book looks and professional development sessions.

## Resources

We provide:

- Dual-language texts and dictionaries.
- Visual prompts and symbol-supported materials.
- Audio resources for vocabulary development.
- Culturally diverse reading materials.
- Digital tools for bilingual and early language learners.

These support language-rich environments and align with curriculum emphasis on literacy and communication.

## International New Arrivals (INAs)

Our INA induction programme includes:

- A welcome meeting with the family.
- Baseline assessments (English, phonics, reading, maths).
- A *first 10-day transition plan* including visual timetables and routines.
- A bilingual buddy system where possible.
- Home communication support and translated materials.
- Pastoral check-ins during the first half-term.

Provision follows the **Universal → Targeted → Specialist** support model introduced nationally.

## Key Principles for Learners New to English

We ensure:

- Maintenance of home languages, recognising the cognitive and emotional benefits.
- Use of peers, visuals, demonstration, modelling and hands-on learning.
- Explicit teaching of grammar structures and classroom routines.
- Structured talk and language rehearsal activities.
- Display of multilingual signage if needed.
- Culturally representative images.
- Identification of key vocabulary and sentence structures in every topic.

## **Inclusion, SEND and EAL**

- EAL is not a Special Educational Need. Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they are taught.
- However, EAL learners may require additional support under the inclusion model.
- The school uses **Individual Support Plans (ISPs)** where a pupil needs targeted help, following the 2026 SEND reforms.

Where EAL needs overlap with suspected or identified SEND, any Individual Support Plan (ISP) will dovetail with the child's SEND Provision Map and, where applicable, their Education, Health and Care (EHC) plan.

- Staff are trained to distinguish between language acquisition needs and potential SEND.

## **Family and Community Engagement**

We:

- Provide translated communication where needed.
- Run parent workshops on supporting learning at home.
- Celebrate languages and cultures through events and curriculum activities.
- Hold termly conversations with families to review language progress.
- Implement parental engagement expectations aligned with national attendance reforms.

Transitions for EAL Learners

- For moves between schools, we share the baseline and most recent proficiency assessments, relevant attainment information, and—where applicable—links between any ISP and the child's SEND Provision Map/EHC Plan to secure continuity.
- Within-school transitions (e.g. year-group or key-stage moves) include the handover of each learner's current English proficiency stage, key vocabulary priorities, successful scaffolds, and oracy strategies, with induction to new routines and language expectations.

## **Attendance, Behaviour and Belonging**

The 2026 White Paper emphasises **belonging, attendance monitoring, calm environments and parental engagement**.

Our approach:

- Monitor attendance patterns of EAL and INA pupils carefully.
- Provide pastoral support for new arrivals to foster belonging.
- Maintain calm learning spaces.
- Use restorative and culturally sensitive behaviour approaches.
- Teach emotional literacy using visual resources such as Zones of Regulation.

- Provide opportunities for families to actively engage in school life.

## **Anti-Discrimination, Safeguarding & Cultural Competence**

- We recognise that language barriers can affect safeguarding disclosures.
- Staff receive training on culturally responsive practice.
- We actively challenge discrimination, bias and stereotyping.
- We ensure communication is accessible to all families.

Please read this section together with the school's Safeguarding Policy and Accessibility Plan.

This supports the national ambition to reduce the disadvantage gap and strengthen inclusive cultures.

## **Review of the Policy**

This policy will be reviewed annually in line with:

- National curriculum reform timelines (2028 onwards).
- SEND and inclusion reforms implementation.
- Updated funding and deprivation models.
- Evolving research and best practice in EAL education.