

# **Crawshawbooth Primary School**

## EAL Policy

September 2025

Mrs Hartland

## **Mission Statement**

Crawshawbooth Primary School seeks to provide a happy and secure learning environment where a child's natural curiosity is provided with challenges, experiences and opportunities that will enable them to grow into caring, confident and informed citizens of the future.

## **Inclusion Statement**

In Crawshawbooth all curricular subjects will be taught inclusively to all children to take into account their special needs, race, religion, culture, gender, sexual orientation and their family circumstances.

## **Rationale:**

Crawshawbooth Primary School has a small number of EAL (English as an Additional Language) pupils. EAL pupils are the responsibility of all staff and those who need it should be offered educational provision which enables them to access every area of the curriculum and raise their achievement. However, this process may take a period of years as they develop their social and academic English language skills.

We are committed to making appropriate provision of teaching and other resources for pupils for whom English is an Additional Language. We are also committed to raising the achievement of EAL pupils who may be at risk of performing academically below their full potential.

## **Aims**

- to support the development of all EAL pupils and maximise their achievements
- to ensure there is equality of provision for EAL pupils
- to improve understanding of the needs of EAL pupils
- to demonstrate that all languages and cultures are respected and valued in the school
- to support teachers involved with teaching EAL pupils
- to develop suitable teaching strategies and appropriate resources to aid EAL pupils in their learning
- to promote the use of technology to accelerate the learning process for EAL pupils
- to support the pupil newly arrived in the UK
- to support the parents of EAL pupils in becoming actively involved in their children's learning- in partnership with the teachers.
- To establish, maintain and extend home-school links enabling parents to take full part in the school life

## **Procedure and Guidelines**

1. Initial parent meeting with Head and teacher to gain background knowledge and own language material provided about schooling. Interpreter if needed.
2. Initial assessment by EAL teacher of pupil's own language ability and current knowledge of English and Maths.
3. Appropriate targets are then set and may include parallel teaching, withdrawal into a group, peer support using strong English Language models, partnership teaching etc
4. Support is given by the EAL teacher as appropriate and liaison with the SENCO if necessary.
5. Information must be provided for national, local and school data
6. The assessment co-ordinator must identify underachieving EAL groups and liaise with the Inclusion Manager to put relevant interventions into place.
7. Attendance will be monitored in line with the attendance policy.
8. Pastoral support is available through the Extended Services Co-ordinator.
9. Parents are informed by letters in their first language, should they request so or they may bring an interpreter.
10. Appropriate bilingual resources and technology to aid learning will be purchased.
11. A buddy can be used to model behaviour, help the child learn routines, guide them around school and help to make new friends.
12. Teacher will liaise with Teaching Assistants to offer support at breaks, lunchtimes and any other time.
13. Give necessary priorities-new pupils may need more intensive teaching sometimes on a 1:1 basis.
14. Professional development and support is available if needed

### **Headteacher and Governing Body**

The Headteacher takes overall responsibility for the policy and its' implementation and monitoring; for liaison with the Governing Body, LEA, parents and outside agencies.

Policy Written : July 2010

Consulted with staff, parents, governors and children September 2010.

The Governors approved the policy in November 2010

The policy was reviewed in September 2011.

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The policy was reviewed and approved by staff and governors in September (staff) and November (Gvs) 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024 and 2025