



LAURUS
TRUST

English as an Additional Language (EAL Policy) for LT Primary Schools

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Date of Review: May 2026

Date of Next Review: July 2028

Contents

WHAT IS EAL?..... 3

EAL PROFICIENCY..... 4

ROLES AND RESPONSIBILITIES 5

 Teachers are responsible for: 5

 EAL Lead responsibilities are: 5

 Parents/Carers are responsible for: 6

EQUALITY IMPACT STATEMENT 7

The Laurus Vision is for everyone regardless of background or circumstance to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.

What is EAL?

English as an Additional Language (EAL) is the study of English by pupils who already speak at least one other language or who come from a home in which a language other than English is used.

'A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English. It is not a measure of English language proficiency or a good proxy for recent immigration.' DfE English proficiency of pupils with English as an additional language February 2020

At the Laurus Trust, we recognise and value the rich linguistic, cultural and cognitive strengths that multilingual learners bring to our setting. Multilingualism is viewed as an asset and we are committed to creating a welcoming, inclusive environment where children's home languages, identities and experiences are respected and celebrated. Research tells us that maintaining at least two languages is an advantage for later academic achievement. It's desirable for children who are potentially bilingual and multilingual to be supported in all the languages available to them. DfE English as an Additional Language.

We also recognise that children with EAL may experience specific challenges, including:

- difficulty understanding routines, instructions and expectations
- challenges forming friendships and expressing needs
- a 'silent period' as they listen, observe and build understanding
- reduced confidence or increased anxiety during settling-in

Our provision is therefore underpinned by the following principles:

- Home languages are valued and supported, as strong first-language development aids English acquisition.
- Children are given time, opportunities and meaningful contexts to develop English without pressure to speak before they are ready.
- Visual support, repetition, modelling and consistent routines are used to reduce language load and support understanding.
- Families are recognised as partners in supporting language development and wellbeing.
- All staff take responsibility for supporting multilingual learners as part of high-quality inclusive practice.

Since September 2016, schools have been required to assess each EAL pupil's proficiency level using a five-point scale and make a 'best fit' judgement as to the proficiency level that a pupil corresponds most closely to. After the formal assessments have been completed, any child with EAL who enters a Laurus Trust Primary School will be assessed on this five-point scale and given a proficiency.

EAL Proficiency

A - New to English

May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B - Early acquisition

May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C - Developing competence

May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D - Competent

Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

E - Fluent

Can operate across the curriculum to the level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without support across the curriculum.

N - Not yet assessed

ROLES AND RESPONSIBILITIES

All staff have a responsibility for supporting and encouraging children to become fluent in English and for communicating school expectations for reading, writing, speaking, and listening by:

- Modelling good use of English, in extending sentences and encouraging children to do the same.
- Communicating to children that they are expected to speak clearly and audibly using more than single words as appropriate.
- Communicating to children that they are expected to listen and respond when someone speaks to them.

Teachers are responsible for:

- Planning work in the context of children's proficiency level and anticipating opportunities for developing use of English.
- Planning a clearly identified language focus for each lesson which will aid second language acquisition and is made explicit to the pupils.
- Setting targets for improving oracy, speaking, listening, writing and maths.
- Assessing and tracking progress in all areas of the National Curriculum.
- Using the assessment data to identify gaps in key skills and notifying the EAL Lead for the arrangement of appropriate intervention.
- Key visuals and words should be used within and around the classroom to aid vocabulary enhancement and support children's access to the curriculum.

EAL Lead responsibilities are:

- Ensuring Pupil Progress, proficiency level, and specific support trackers are kept up to date with relevant information.
- Reviewing each child's progress in relation to their baseline proficiency level and advising

Class Teachers about actions needed to accelerate and/or sustain progress.

- Providing professional learning and support for other members of staff to develop their knowledge of EAL pedagogy and their skills of teaching EAL learners.
- Liaising and supporting the provision of appropriate interventions where necessary.

Parents/Carers are responsible for:

- Liaising with and supporting staff in all aspects of this policy.
- Sharing their views about the efficacy of their child's EAL provision.
- Sharing information about their child's background and cultural heritage that may enable the school to improve this provision further.

Equality Impact Statement

Names and title of people involved with this assessment	Rachel Robinson Director of Inclusion
Impact assessment carried out with regard to identified characteristics	☒ Race ☒ Disability ☒ Sex ☒ Age ☒ Religious belief ☒ Sexual Orientation ☒ Gender Reassignment
Summary of any issue/proposed changes	Recognising multilingualism as an asset, acknowledge the specific challenges faced by learners with EAL, and set out clear inclusive principles for valuing home languages, supporting English development sensitively and working in partnership with families.
Date	May 2026
Date of next review	July 2028



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