New Seaham Academy

Policy on English as an Additional Language (EAL) 2026-2027

Reviewed: September 2026

Next Review Date: September 2027

Introduction

1.1 In our school, all of our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their wellbeing. We encourage all of our children to aim for the highest possible standards, and we take into account each child's individual needs and experiences.

1.2 A number of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.

1.3 Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

1.4 Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

2 Aims and objectives

2.1 Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.

2.2 The aim of this policy is therefore to help to ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

3 Teaching and learning style

3.1 In our school (see also 4.4 re Foundation Stage), teachers use various methods to help children who are learning English as an additional language:

3.1.1 Developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meanings;
- covering not just key words, but also metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes;
- providing them with a range of reading materials, to exemplify the different ways in which English is used;
- giving them appropriate opportunities for talking, and using talking to support writing;
- encouraging them to relate one language to another.

3.1.2 Ensuring their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages;
- providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate.

4 EAL and inclusion

4.1 In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion.

All children in our school follow the requirements of the National Curriculum. Children with English as an additional language do not produce separate work. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

4.2 We do not withdraw children from lessons to receive EAL support. The language support teacher from the LA's Equalities Team works in partnership with class teachers within classrooms. This involves supporting individual children or small groups of children and, at times, teaching the whole class. Sometimes the language support teacher works with groups composed not entirely of EAL children.

4.3 In the Foundation Stage, we provide opportunities for children to develop their English, and we provide support to help them take part in activities.

4.4 The Foundation Stage helps children learning English as an additional language by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- providing bilingual support to extend vocabulary;
- providing opportunities for children to hear their home languages, as well as English;
- providing a variety of writing in the children's home languages, as well as in English.

5 Assessment for learning

5.1 On arrival, the Equalities Team assess pupils in 4 sessions using a profile sheet. This enables us to have a clearer idea of ability and English understanding. We record their attainment and progress according to agreed school procedures.

5.2 The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

5.3 In the mathematics tasks and tests at Key Stage 1, we help EAL children by translating English words or phrases in the assessment materials, or non-English words or phrases that the children use in their responses.

5.4 For the science and written mathematics test at Key Stage 2, we provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult to children for whom English is an additional language. For the mental arithmetic test at Key Stage 2, we provide a verbal translation of the test to children who have limited English.

5.5 The language support teacher helps children during the Key Stage 1 and Key Stage 2 assessment periods.

6 Monitoring and review

6.1 This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

Signed: S. Bilton
September 2026