

Supporting English as an Additional Language at Stoborough



Our School

“Let all that you do be done in love” 1 Corinthians 14:16

Stoborough CE Primary School is a truly inclusive school adapting plans and provision for children, in compliance with the Equality Act 2010 duties. We have high expectations for all children, whatever their ability or needs. We want all children to feel included and that they are a valued part of our school community. We have high expectations for all EAL learners and adapt teaching and provision so every child can access the curriculum confidently. We view each child's home language as a strength and support them to develop English while nurturing their identity, wellbeing and sense of belonging.

Aims of our approach:

- To give all pupils the opportunity to overcome any barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school, whenever possible.
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum.
- To help pupils with EAL to become confident and fluent in speaking, listening, reading and writing in English in order to be able to fulfil their potential.
- To encourage children to practise and extend their use of English.
- To encourage and enable parental support in improving children's language skills

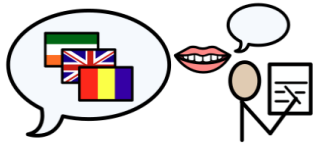


The Inclusion Leader

Our headteacher, Mrs Jemma Murray is our inclusion leader. The inclusion leader is responsible for overseeing the organisation of effective provision for all children in the school and works in close liaison with staff and parents. Mrs Murray can be contacted by via the school office, by email or by telephoning the school.

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EAL

In defining EAL we have adopted the following definition: 'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.' EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English speaking school;
- Born abroad, but moved to the UK at some point before starting school;
- Exposed to a language at home that is known or believed to be other than English (Government definition);
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.



Identifying and Assessing Need

Rationale

At Stoborough Primary, we celebrate the fact that some of our children speak more than one language. As of September 2025, 8% of our pupils have English as an Additional Language (EAL). The learning, achievements, attitudes and well-being of these children are of vital importance to us.

Language	Number of children
Bangladeshi	1
Thai	2
Chinese (Honk Kong)	2
Russian	1
Polish	3
Lithuanian	2
Chinese	2
Nepali	1

We collect home language(s), prior learning and pastoral information to build a learner profile. EAL status is recorded in our, whether children start with us at the beginning of their school journey in Reception or join us at another stage of their education.

We assess all new EAL learners in Reception or as they join our school, using the Bell foundation assessment for Listening and Speaking.

We follow the support strategies suggested for each individual child. This is reviewed termly.

Beyond the EYFS, we assess Listening, Speaking, Reading and Writing up to Grade C and for pupils who are working below age-related expectations.

Formal EAL assessment ceases at Grade D, unless language limits independent curriculum access.

Assessment bands





Our approach to teaching children with EAL

All young children learn language by hearing and then using it in meaningful contexts. Children's language skills develop over several years and it can take up to 10 years for a young child whose first language is not English to develop the language necessary to access the full curriculum on an equal footing with their peers.

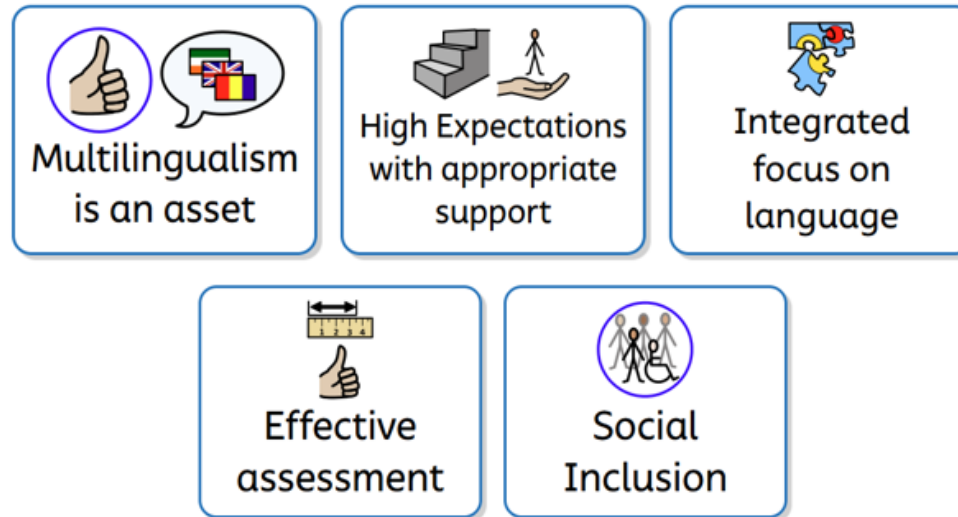
At Stoborough Primary, we will provide opportunities for:

- Planning good quality speaking and listening activities
- Modelling correct use of English in meaningful, accessible contexts
- Building children's confidence so they feel comfortable about taking risks and trying out new language (English)
- Planned use of first language e.g. asking parents in for dual-language story-telling so all children can access and enjoy the same story.

Children learning English as an additional language may be silent for several months. This is a common phase for EAL learners. We will continue to involve the child in all activities and continue to offer opportunities for them to engage in conversations, even when they are in their 'silent period'. We recognise that it can be very tiring, and for some children stressful, to have to function in another language. Children's responses may include: falling asleep, staying silent, appearing fearful, being tearful, have difficulties separating from parents/carers, frustration/being physical with others in the setting. Our kind and caring staff team will do our utmost best to ensure that our children feel happy, settled and secure in school with us.

We use the Bell Foundation assessment and classroom support strategies to help us ensure our EAL children are adequately provided for. The Bell framework should not be seen as an 'bolt on', it should be fully embedded within our curriculum.

The Bell Foundation identifies 5 key principles:



1. Multilingualism (the use of more than one language) should be seen as an asset.

Research highlights the crucial role that a learner’s home language plays in their emotional and cognitive development. Maintaining and developing a child’s home languages results in greater cognitive flexibility and ultimately stronger academic performance. Here at Old Town, we celebrate cultural diversity across our curriculum and equally recognise the importance of community languages in their own right.

2. Ensuring that there are high expectations with appropriate support in place.

It is essential that we do not “water down” or simplify the curriculum for EAL learners and instead make it accessible through strong use of scaffolding. It is important to bear in mind that the cognitive and academic abilities of learners using EAL are separate from their current ability to use English. Like all learners, those using EAL will benefit from being motivated and challenged in the classroom.

3. An integrated focus on language and content. EAL learners have a double job to do.

They must acquire proficiency in English at the same time as learning curriculum content. Therefore, it is important to provide them with activities which teach and practise language structures through the medium of curriculum subjects. Decontextualised grammar activities, such as those found in many English as a Foreign Language (EFL) textbook, are not always useful, as their focus tends to be general and not

curriculum embedded. Here at Old Town, we use visuals and word level communication to support our EAL learners who possess minimal understanding of the English language.

4. Effective and holistic assessment. To be effective, assessment needs to be relevant to the learner.

Many formal standardised tests designed to assess reading age, verbal reasoning, and reading comprehension in English are designed for pupils for whom English is their first language. As such, they are of limited use for learners using EAL, as they will not, on their own, give an accurate picture of the progress of a learner using EAL. Here at Old Town, all EAL children are assessed on entry using the Bell Assessment Primary Speaking strand and the data gathered from this assessment is then used to determine 'next steps'.

5. Social inclusion. Learners using EAL need to feel safe and secure and have a sense of belonging to their school and wider community in order to maximise their opportunities for success.

It is important to build and promote an inclusive environment where everybody is a valued contributor to school life. EAL interventions should not remove a child from a class full time or for significant parts of the school day. This will hinder social inclusion and the building of mixed language friendship groups. It will also prevent the learner from developing a sense of belonging to a class or the wider school community. Targeted EAL interventions (outside of the classroom) will last no longer than 15 minutes and will focus on word level vocabulary development.

Role and Responsibility of the Inclusion Leader and SENDCo.

- Ensure Teaching and Support Staff are familiar with Bell Foundation Assessment tools and strategies to support children with EAL in the classroom.
- Liaise with class teachers at each Data Collection point to identify and support EAL pupils making less than expected progress in language/vocabulary development across the curriculum.
- Contribute to the school improvement plan in respect of the Quality of Education for EAL children.
- Monitor the impact of our provision for pupils with EAL and ensure that this model is having a positive impact on the progress that our EAL children are making.



Curriculum adaptations

High quality teaching, adapted for individual children, is the first step in responding to children who have or may have learning needs.

Planning for each class has been considered closely by teachers with regard for children with EAL and their needs. Teachers consider what adaptations need to be made for children with specific barriers to learning. They plan opportunities for children to draw on their strengths to overcome their difficulties. We regularly review the quality of teaching for all children, including those at risk of underachievement.

(See Bell Foundation -Classroom guidance and strategies to support EAL learners Primary version)

Support strategies include:

- enhanced opportunities for speaking and listening
- effective role models for speaking, reading and writing
- additional verbal support-repetition, alternative phrasing, peer support
- additional visual support, e.g. symbols, posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- bilingual resources, e.g. dictionaries, online support, bilingual pupils, texts, key word lists
- writing frames or sentence stem directed activities related to current topics
- opportunities for role play or peer discussions
- regular feedback
- discussion provided before and during reading and writing activities, using preferred language where appropriate
- learning progression that moves from concrete to pictorial, to abstract methods.



Involving and including

We recognise the importance of, and value, the positive partnerships that we build with our families.

We aim to:

- Provide a comfortable and welcoming environment where parents/carers can discuss any concerns.
- Share children's achievements and next steps/areas for development via review meetings and parent evenings.
- Consider parents' knowledge, views and beliefs.

Parents and carers.

- Provide parents with information on school policy, support and services provided by the school and the Local Authority and inform them of our EAL assessment processes.
- Provide and use clear information sharing techniques, enabling communication to be clear and effective
- Enlist the help of parents/carers with home learning designed to reinforce the work done in school.
- Acquire translators to support meetings in which language may be a barrier

Appointments can be made at the school office or by phone:

- It is important to discuss concerns with the class teacher first.

The SENCO (Special Educational Needs Co-Ordinator) runs a weekly drop-in session, no appointment necessary. Families can drop in to discuss any concerns or for an informal chat about their child.



Pupil Voice

We use a person-centred approach at Stoborough Primary. We believe it is crucial that children who work with EAL can share and express their views. Opportunities include:

Other ways the children are involved are:

Pupil Governor Meetings

Personal Interviews

Pupil Questionnaires

Worship reflection sessions



**Staff expertise
and training**

Specific staff training in 2025:

EAL training from the Bell Foundation