**WIMBLEDON CHASE PRIMARY SCHOOL**

Empowering individuals to thrive and contribute positively in a diverse and ever-changing world

# English as an Additional Language (EAL) Policy

September 2026

## 1. Introduction

At Wimbledon Chase Primary School, we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils with English as an Additional Language (EAL), enabling them to do their best within a positive, supportive, secure and safe learning environment.

Through quality first teaching, based on experiences, talk and meaningful opportunities to use language, we aim to meet the language needs of all our learners. We recognise and celebrate the linguistic and cultural diversity that each pupil brings to our school.

Our approach is based on the understanding that learning English is a process and that pupils with EAL are a diverse group. Some pupils may be new to English, while others may speak English fluently but require continued support with academic language, vocabulary, reading or writing.

## 2. Context

Our pupils come from diverse backgrounds with a wide range of language skills.

- WCPS caters for a multilingual community.
- The school can have up to 700 pupils on roll, of which approximately 55% speak English as an additional language.
- The number of different languages spoken by pupils at WCPS typically ranges from 50 to 60, depending on the school cohort.
- A number of our pupils arrive from other countries with no or very little understanding of English. Some of these pupils have attended other schools before joining ours.
- Pupils may have very different experiences of education, literacy and language development before joining WCPS.
- We recognise that a pupil's home language and previous experiences are important assets which can support learning.
- We are continually developing the partnership between staff and parents and carers because we understand how important this relationship is to children's learning and wellbeing.

## 3. Aims

Within our unique school context, we aim to:

- Provide a welcoming environment in which pupils can learn effectively and feel equal and valued within our community.
- Provide appropriate support to pupils with EAL needs.
- Ensure that EAL pupils receive high-quality teaching through an inclusive and adaptive approach.
- Plan and teach lessons which take account of pupils' different levels of English language development.
- Provide an inclusive curriculum which enables pupils with EAL to participate fully and make strong progress.
- Promote and value home languages across the school.

- Encourage and support families to discuss learning in their home language at home where appropriate.
- Monitor pupils' progress regularly against the **Hounslow Assessment Framework**, which includes a nationally agreed set of proficiency levels.
- Assess pupils in class and use assessment information to identify appropriate next steps.
- Ensure pupils make progress in both English language development and the wider curriculum.
- Ensure pupils are able to access the full curriculum while continuing to develop their English.
- Identify and support pupils who may be at risk of underachieving.
- Distinguish between difficulties associated with learning English and difficulties which may indicate an additional learning need.
- Celebrate pupils' achievements in school and in extra-curricular activities.
- Work in partnership with parents and carers to support pupils' language development, learning and wellbeing.

This policy supports our planning, organisation, teaching, assessment and use of resources and strategies in order to meet the needs of pupils who have English as an Additional Language. Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

## 4. What is EAL?

English as an Additional Language (EAL) refers to pupils whose first language is known or believed to be other than English.

EAL learners are a diverse group and may have very different levels of English proficiency, from pupils who are new to English to those who are highly proficient.

At WCPS, we recognise that pupils may use one or more languages in addition to English at home, at school or within their wider community. We value the linguistic and cultural diversity that this brings to our school community.

The number of different languages spoken by pupils at WCPS typically ranges from 50 to 60, depending on the school cohort.

### First Language

A pupil's first language is the language to which they were initially exposed during early development and which they continue to use or hear at home or in their community.

If a pupil acquires English after early development, English is not considered their first language, regardless of how proficient they become in English.

### Bilingual or Multilingual Learner

A bilingual or multilingual learner is a pupil who uses or has access to two or more languages at home, at school or within their wider community.

Being bilingual or multilingual does not necessarily mean that a pupil is equally fluent in all of their languages.

At WCPS, we recognise bilingualism and multilingualism as strengths and seek to build on pupils' existing language knowledge and experiences to support their learning.

### Advanced Bilingual Learner

The term advanced bilingual learner may describe pupils who have developed a high level of spoken English, often after several years of education in the UK, but whose written English may still show features influenced by their other language or languages.

Advanced bilingual learners may appear fluent in everyday spoken English but can still require support to develop the academic vocabulary, language structures and literacy skills needed to access the full curriculum.

## 5. EAL and SEND

Being an EAL learner is not an indicator of SEND, low ability or low attainment.

Pupils learning English as an additional language may have age-appropriate or advanced cognitive and academic skills while continuing to develop their English language proficiency.

When assessing pupils with EAL, staff should distinguish between difficulties arising from developing English language proficiency and difficulties that may indicate an additional learning need.

Where appropriate, EAL and SEND needs should be considered separately and in conjunction with one another.

Staff should consider the pupil's:

- previous educational experience
- progress in their first or other languages where this information is available
- progress in English
- progress across the curriculum
- ability to understand and communicate ideas
- response to appropriate EAL support and adaptive teaching
- wider strengths and areas of need.

If concerns remain despite appropriate EAL provision, these should be discussed with the relevant staff and considered through the school's existing SEND processes.

## 6. Principles of Effective EAL Provision

At WCPS, effective EAL provision is based on the following principles:

- EAL pupils are entitled to the same high expectations and opportunities as all other pupils.

- EAL pupils should have full access to the curriculum.
- EAL is not a learning difficulty or a measure of ability.
- High expectations should be maintained while appropriate scaffolding is provided.
- Language development is the responsibility of all staff across all curriculum areas.
- Pupils need regular opportunities to listen, speak, read and write.
- Vocabulary and subject-specific language should be explicitly taught.
- Talk should be used to develop understanding and prepare pupils for writing.
- Pupils should have opportunities to use their existing languages to support understanding and learning.
- Visual, practical and contextual support should be used where appropriate.
- Scaffolding should support independence and should be reduced as pupils develop confidence and competence.
- Assessment should inform teaching and identify pupils' next steps.
- Parents and carers should be recognised as important partners in pupils' language development and education.
- Pupils' cultural and linguistic identities should be valued and represented positively.

## 7. Planning and Teaching for Pupils with EAL

Teachers must consider the needs of bilingual and multilingual learners when planning and teaching.

Pupils should experience a variety of learning approaches, including:

- whole-class teaching
- independent learning
- paired work
- collaborative group work
- structured discussion
- practical experiences
- opportunities to rehearse language before completing independent work.

Teachers should use adaptive teaching and scaffolding to ensure that pupils can access the same ambitious curriculum as their peers.

Where appropriate, teachers should:

- identify key vocabulary before teaching
- identify important language structures
- provide opportunities for speaking and listening
- model language explicitly
- use visuals, objects, diagrams and practical experiences
- provide opportunities for pupils to rehearse responses
- use talk partners and structured discussion
- check understanding regularly
- provide appropriate writing scaffolds
- revisit and reinforce vocabulary
- make connections between spoken language and written language
- encourage pupils to use their home languages as a resource for learning

- gradually remove scaffolds as pupils become more independent.

At WCPS, our whole-school approach to literacy places reading at the heart of the curriculum. Our work is based on high-quality texts which provide models for children's writing and opportunities to develop vocabulary and language structures.

Key vocabulary should be identified and displayed where appropriate. Pupils should encounter and use new vocabulary repeatedly and in meaningful contexts.

Our focus on oracy enables children to hear words and language modelled in context. Guided talk, structured discussion and visual stimuli are particularly beneficial for EAL learners.

Across the school, consistent approaches are used to support pupils' learning and understanding. Our whole-school Maths Mastery approach develops pupils' understanding of mathematical concepts, with a particular emphasis on using language for reasoning in mathematics.

A comprehensive intervention programme is in place for children with EAL and those who are new to English, where appropriate, to support their access to the curriculum in class. The EAL Team liaises closely with class teachers before planning and delivering intervention sessions.

## 8. EAL, Literacy and Oracy

The school's whole-school approach to literacy and oracy places reading at the heart of the curriculum.

High-quality texts provide opportunities for pupils to encounter:

- new vocabulary
- language structures
- subject-specific terminology
- different forms of spoken and written language
- ideas and experiences which broaden understanding.

Teachers should explicitly identify and teach vocabulary which may be unfamiliar to EAL learners.

### Oracy

The school's focus on oracy is particularly important for pupils with EAL.

Pupils should have regular opportunities to:

- hear high-quality models of spoken English
- rehearse language before contributing
- develop subject-specific vocabulary
- discuss ideas with peers
- use talk to develop understanding
- develop confidence in speaking
- practise using increasingly complex language

- explain and justify their thinking
- make links between spoken language and writing.

Guided talk, talk partners and structured discussion should be used where appropriate to support pupils' development of academic language and writing.

Teachers should recognise that pupils may understand more English than they are able to express and should provide sufficient thinking and rehearsal time before expecting a response.

## 9. Classroom Strategies

The following strategies may be used to support pupils with EAL, particularly those who are new to English.

### Planning

Planning should identify:

- key vocabulary
- important language structures
- opportunities for speaking and listening
- opportunities to rehearse language
- possible barriers to understanding
- appropriate scaffolds and resources.

### Teaching strategies

Teachers should consider:

- giving pupils additional thinking and response time when asking questions
- allowing pupils time to absorb new language before being expected to speak
- pre-teaching key vocabulary
- displaying key words and phrases
- modelling language clearly
- providing opportunities for pupils to hear language modelled by adults and peers
- using talk partners
- pairing pupils thoughtfully to provide positive language models
- checking and rechecking understanding
- breaking instructions into manageable steps
- using clear and concise language
- providing contextual support through pictures, objects, diagrams and practical resources
- using sentence stems
- providing word banks
- providing subject-specific vocabulary lists
- using writing frames where appropriate
- using story maps
- using marked or model texts
- using cloze activities

- providing bilingual dictionaries or appropriate digital translation tools
- encouraging pupils to make use of their home language where this supports understanding
- rephrasing pupils' answers to provide accurate models of English
- using additional adults appropriately to support learning.

Scaffolding should support pupils to become increasingly independent rather than creating dependency.

## 10. Classroom Environment

The classroom environment should support language development and inclusion.

Teachers should consider:

- whether pupils have opportunities to use their first language to enhance understanding
- whether texts and resources reflect the diverse cultural and linguistic backgrounds of pupils
- whether instructions are clear and accessible
- whether key vocabulary is clearly displayed
- whether visual prompts are available where appropriate
- whether pupils have access to appropriate dictionaries and language resources
- whether displays support rather than overload pupils' working memory
- whether pupils see their languages and cultures represented positively.

## 11. Assessment and Monitoring

The class teacher is responsible for assessing all pupils in class.

Pupils' progress in English language development is monitored regularly against the **Hounslow Assessment Framework**, a published assessment framework which includes a nationally agreed set of proficiency levels.

Staff use the framework to:

- assess pupils' English language development
- identify strengths
- identify next steps
- monitor progress over time
- inform classroom provision
- inform appropriate intervention
- support discussions about pupils' progress

Assessment should consider the pupil's ability to:

- listen and understand
- speak and communicate
- read and understand
- write for different purposes
- use vocabulary and language structures

- access and demonstrate understanding of the wider curriculum.

Teachers should use ongoing formative assessment, including questioning, observation, discussion, work scrutiny and feedback, to identify pupils' language needs.

Assessment should not focus solely on English proficiency. Staff should consider pupils' knowledge, understanding, reasoning and subject-specific learning when evaluating their progress.

The EAL Lead meets regularly with the EAL Team to review pupil progress, intervention groupings and assessments.

Where pupils are identified as making limited progress, staff should consider whether additional classroom strategies, targeted support or further assessment are appropriate.

## 12. Graduated Approach to EAL Support

At WCPS, support for pupils with EAL begins with high-quality classroom provision.

### Universal provision

All EAL pupils should benefit from:

- quality first teaching
- adaptive teaching
- explicit vocabulary teaching
- opportunities for talk and language rehearsal
- visual and contextual support
- appropriate scaffolding
- access to the full curriculum
- regular formative assessment

### Targeted support

Where pupils require additional support, this may include:

- targeted vocabulary teaching
- additional guided reading or writing
- structured language activities
- small-group intervention
- additional opportunities for speaking and listening
- pre-teaching and consolidation of key language
- targeted support from the EAL Team

### Additional support

Where a pupil continues to experience difficulties despite appropriate EAL provision, the school will consider whether further assessment or support is required.

This may involve working with the class teacher, EAL Lead, SENDCo, parents and carers and other relevant professionals.

## 13. Pupils New to the School and New to English

We have developed an induction programme beginning with a thorough interview and assessment process to ensure that we can offer the best support possible for new pupils and their families.

The induction process should seek to establish, where possible:

- the pupil's previous educational experience
- languages spoken and understood
- previous exposure to English
- literacy in English and other languages
- strengths and interests
- any additional learning needs
- relevant information about the pupil's family and educational background.

Class teachers and the EAL Team monitor the settling-in period closely to enable a smooth transition for EAL pupils joining our school.

We provide translation resources for families for whom English is not their first language, using available multilingual staff, translation tools and appropriate technology to support communication.

Families may also be signposted to other members of the school community who share the same language where appropriate.

## 14. Key Principles for Pupils New to English

### Planning

Teachers should ask:

- Does planning identify key language, including vocabulary and grammar structures?
- Does planning identify opportunities for speaking and listening?
- Are there opportunities for pupils to rehearse language before independent work?
- Are appropriate scaffolds identified?

### Teaching

Teachers should consider:

- When asking questions, give more time for pupils to respond
- Allow time to absorb language before pupils are expected to speak

- Pre-teach key terms
- Display key words on the board or working wall
- Provide opportunities for language to be modelled as a class and with peers
- Encourage talk partners and opportunities to work with positive language models
- Go over instructions and check understanding
- Break instructions into manageable steps
- Provide contextual support through pictures, objects, prompt sheets and diagrams
- Provide scaffolding for writing activities

Writing scaffolds may include:

- word banks
- subject vocabulary
- bilingual dictionaries
- appropriate translation tools
- writing frames
- sentence stems
- genre-specific structures
- story maps
- model texts
- marked texts
- cloze texts.

Teachers should also:

- rephrase pupils' answers to provide accurate models of language
- encourage pupils to explain and extend their ideas
- provide opportunities for structured talk
- use additional adults appropriately
- gradually reduce scaffolding as pupils become more independent.

## 15. Home Languages and Families

WCPS values the languages spoken by our pupils and families.

Pupils should be encouraged to maintain and develop their home language. We recognise that strong development in a first or home language can support pupils' wider language development and learning.

Where appropriate, pupils should be encouraged to:

- discuss learning in their home language
- use bilingual resources
- make connections between languages
- share knowledge of languages with peers
- celebrate linguistic diversity

We aim to develop positive partnerships with parents and carers and recognise the valuable knowledge they have about their children's language development, educational experiences and strengths.

Where language barriers affect communication, the school will use appropriate translation or interpretation support where available.

## 16. Inclusion and the Curriculum

EAL pupils should have full access to the National Curriculum and to the wider life of the school.

Teachers should avoid reducing the cognitive demand of learning simply because a pupil is developing English proficiency.

Instead, appropriate scaffolding and adaptive teaching should be used to enable pupils to engage with ambitious learning.

Teachers should consider:

- the language demands of each lesson
- key vocabulary
- opportunities for discussion
- appropriate models and examples
- ways in which pupils can demonstrate understanding
- the level of independence expected
- how scaffolding can be removed as language develops.

Pupils should have equal opportunities to participate in:

- curriculum activities
- educational visits
- clubs and enrichment activities
- school performances
- leadership opportunities
- sporting activities
- wider school life.

## 17. Roles and Responsibilities

### EAL Lead

The EAL Lead is responsible for managing EAL effectively across the school, developing the quality of provision for EAL pupils and contributing to raising the educational achievement of pupils with EAL through collaborative working with teaching and support staff.

The EAL Lead will:

- disseminate information and key messages effectively
- represent and promote the needs of EAL pupils
- advise teachers about EAL strategies, planning and assessment
- actively contribute to the development, implementation, monitoring and evaluation of the EAL Policy
- keep up to date with EAL good practice
- develop and maintain assessment procedures

- maintain appropriate records
- audit EAL resources
- monitor the quality and impact of EAL provision
- take part in monitoring teaching, planning and pupils' work
- liaise with class teachers and other relevant staff
- support the identification of pupils who may require additional intervention
- contribute to professional development where appropriate.

### Class Teachers

Class teachers are responsible for:

- knowing which pupils have EAL
- understanding pupils' individual language needs
- providing high-quality, adaptive teaching
- planning for language development alongside subject learning
- assessing pupils regularly
- monitoring progress
- implementing agreed EAL strategies
- liaising with the EAL Team
- communicating with parents and carers
- ensuring EAL pupils have full access to the curriculum.

### EAL Team

The EAL Team will:

- provide targeted support where appropriate
- liaise with class teachers
- support assessment and monitoring
- contribute to intervention planning
- provide advice and resources
- monitor the impact of intervention
- support pupils who are new to English

### Senior Leadership Team

The Senior Leadership Team will:

- ensure EAL provision is appropriately resourced
- monitor the impact of provision
- ensure EAL is reflected in whole-school improvement priorities
- support staff development
- ensure that EAL pupils are included in school improvement planning and monitoring.

## 18. Resources

WCPS has a range of resources to support pupils with EAL, including:

- bilingual dictionaries
- dual-language books

- sight words in other languages
- visual resources
- vocabulary resources
- games and language activities
- appropriate digital translation tools
- writing scaffolds
- visual prompts and practical resources.

The EAL Lead is responsible for ensuring that resources are appropriate and accessible and for auditing resources regularly.

Resources should reflect the diversity of the school community and support pupils' access to the curriculum.

## 19. Monitoring and Evaluation

The effectiveness of this policy will be monitored through:

- analysis of EAL assessment information
- progress against the Hounslow Assessment Framework
- pupil progress meetings
- monitoring of pupils' work
- learning walks and classroom observations where appropriate
- monitoring of planning
- review of EAL intervention
- pupil voice
- parent and carer feedback where appropriate
- discussion with teachers and support staff.

The EAL Lead will contribute to school self-evaluation and school improvement planning in relation to EAL.

The impact of EAL provision will be evaluated in terms of:

- pupils' progress in English language development
- pupils' progress across the curriculum
- access to learning
- participation and engagement
- confidence and independence
- the effectiveness of targeted intervention
- the closing of identified gaps in achievement.

## 20. Key Principles Checklist for Classroom Practice

### Planning

- Are key vocabulary and language structures identified?
- Are opportunities for speaking and listening planned?

- Are appropriate scaffolds identified?
- Is the language demand of the lesson considered?

### Teaching

- Are instructions clear and appropriately structured?
- Is key vocabulary explicitly taught?
- Are pupils given opportunities to rehearse language?
- Is sufficient thinking and response time provided?
- Are pupils encouraged to explain and extend their ideas?
- Are visuals, models and practical resources used where appropriate?
- Is scaffolding supporting independence?

### Classroom environment

- Are pupils' languages and cultures valued?
- Are there opportunities to use home language to support understanding?
- Do texts and resources reflect diversity?
- Are key vocabulary and instructions clearly accessible?

### Assessment

- Is pupils' understanding checked regularly?
- Is progress in English language development monitored?
- Is the Hounslow Assessment Framework used where appropriate?
- Are language needs considered alongside curriculum knowledge?
- Are next steps identified and used to inform teaching?

**Name/Signature of Chair of Governors:**

**Date**

**Name/Signature of Headteacher:**

**Date:**

**Review date:**