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**This policy is due to be reviewed in: May 2027**

**This policy applies to the whole school including EYFS**

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This policy outlines the commitment of our school to ensure that students who speak English as an Additional Language (EAL) are supported to achieve their full academic potential and feel a sense of belonging within our community.

## **Policy Statement**

At Pipers Corner, we believe that linguistic and cultural diversity is an asset. We are committed to providing a welcoming and inclusive environment where EAL learners have full access to a broad and balanced curriculum. We recognise that EAL students have distinct needs, but also bring unique skills and perspectives that enrich the school.

## **Aims and Objectives**

The primary goal of this policy is to ensure that EAL students become confident and fluent in English in order to access the curriculum and succeed socially and academically.

### **Our objectives are to:**

- To ensure all EAL learners feel welcomed, valued, and safe.
- Identify individual student needs quickly and accurately.
- Provide high-quality, differentiated teaching and targeted interventions.
- Integrate EAL learners into the social and academic life of the school immediately.
- Celebrate multilingualism by encouraging students to maintain and use their home languages. Multilingualism is an asset: We actively encourage learners to use their home languages for learning and thinking. We view their linguistic repertoire as a tool for cognitive development, not a barrier.
- Support parents and carers of EAL students to engage fully in school life.
- To support staff with professional development and resources to teach EAL learners effectively. All teachers are teachers of language. We explicitly teach the vocabulary and structures needed to understand subject content (e.g. Science, History, Mathematics).

## **Identification and Assessment**

We use The Bell Foundation EAL Assessment Framework to establish a baseline and track the linguistic progress of our students.

### **Initial Assessment**

Upon arrival, EAL students undergo an initial screening. This includes:

- Collecting a full linguistic profile.
- Reviewing previous schooling history.
- An initial assessment of English proficiency across the four domains: Listening, Speaking, Reading, and Writing using the Bell Foundation Framework below.
- We recognise that EAL is not a Special Educational Need. A lack of English proficiency does not equate to a learning difficulty.
- However, should an EAL learner make slow progress despite high-quality, targeted EAL support, we will investigate further to determine if there is an underlying SEN. We will assess in the student's first language where possible to avoid cultural bias.

### **The Bell Foundation Framework**

Students are categorised into the five proficiency bands:

1. Band A: New to English (Requires significant support).
2. Band B: Early Acquisition (Can follow simple instructions; limited vocabulary).
3. Band C: Developing Competence (Increasing independence; some grammatical errors).
4. Band D: Competent (Fluent in everyday conversation; may struggle with academic register).
5. Band E: Fluent (Parity with native-speaking peers).

## Provision

Our approach follows the principle that EAL learners should be educated alongside their peers in the classroom as much as possible.

### Tier 1: Quality First Teaching

- Scaffolding: Use of visuals, graphic organisers, and sentence starters.
- Vocabulary: Pre-teaching key Tier 2 (academic) and Tier 3 (subject-specific) vocabulary.
- Collaborative Learning: Using talk partners and group work to encourage verbal rehearsal.

We prioritise quality first teaching in the mainstream classroom. Withdrawal from lessons is minimised and used only for targeted, time-bound interventions (e.g. phonics for new arrivals).

### Effective strategies used by staff include:

- Anticipating language or vocabulary that might create barriers to understanding.
- Scaffolding: Using writing frames, sentence starters, and substitution tables.
- Visuals: Extensive use of diagrams, dual-language glossaries, and graphic organisers.
- Pre-teaching: Introducing key vocabulary *before* the lesson to reduce cognitive load.
- Translanguaging: Allowing students to draft ideas, discuss concepts, or take notes in their home language.
- Buddy System: Pairing new EAL learners with a "buddy" (ideally one who speaks the same language) to model English and support social integration.
- Use of a bilingual dictionary.
- Resources and materials in home language.
- Use of visual and real objects to support meaning.
- Providing models of the language, both oral and written.

This may be delivered through classroom-based support and/or additional support through additional support.

### Tier 2: Targeted Support

- Ongoing Monitoring: Teachers use the Bell Foundation Classroom Support Strategies to observe and assess progress formatively.
- Interventions: Small group sessions focusing on specific gaps identified by the Bell Foundation tracker (e.g. phonics, verb tenses).
- Bilingual Resources: Use of dual-language dictionaries and translation software where appropriate.

## Monitoring and Review

The EAL Coordinator (EALCo) is responsible for overseeing the progress of EAL learners.

- Data Tracking: EAL proficiency levels are updated termly using the Bell Foundation trackers. This data is cross-referenced with academic attainment to ensure English proficiency isn't masking intellectual ability.
- Learning Walks: EALCo and Senior Leadership conduct regular observations to ensure EAL strategies are embedded in all subjects.
- Annual Review: This policy is reviewed annually to reflect changes in the school population, latest research, and statutory requirements.