

At Earlsdon Primary School, we celebrate and actively support the linguistic diversity of our school community. With over forty languages spoken by our pupils, multilingualism is a core strength and a vital part of our inclusive ethos.

Introduction

This policy sets out Earlsdon Primary School's aims, objectives, and strategies for meeting the needs and celebrating the skills of pupils who speak English as an Additional Language (EAL) and those from multilingual backgrounds. As a *School of Sanctuary*, we believe that all children must feel safe, welcome, accepted, and valued to learn effectively and become successful members of society. For children learning English as an additional language, this includes recognising and valuing their home language and background and promoting multilingualism as a strength.

Multilingualism as an asset

Multilingualism improves creativity, academic performance, and cognitive development. It also benefits employment and intercultural understanding, and aids English acquisition by allowing transfer of literacy and cognitive skills between languages.

Research (Cummins, 2021) shows that a child's first language is central to both their intellectual and emotional development and is essential to their sense of identity. Through sharing and learning about other languages, we aim to give our pupils the tools needed to thrive in a diverse and global society.

To build a truly inclusive environment, we:

- Include all languages and cultures in our vision and inclusion policies
- Celebrate linguistic diversity in assemblies, displays, and in the curriculum
- Ask about languages spoken at home during the induction process
- Inform parents about the benefits of multilingualism
- Use multilingual resources and displays
- Recognise and recruit staff with community language skills

We promote the use of home languages from the outset through bilingual books, language buddy systems, dual-language resources, and by inviting parents and community members to share their languages in school.

Definition of EAL

Earlsdon Primary School follows the Department for Education's definition:

"A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration."

(DfE Schools, Pupils and their Characteristics, July 2020)

EAL children may include:

- 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 before starting school
- Born in the UK, but in a family where the main language is not English
- Seeking asylum or with refugee status

EAL children will need varying levels of support and provision to access all aspects of the curriculum.

Context at Earlsdon Primary

- Over 130 EAL pupils currently attend the school, speaking over 40 different languages.
 - The top three languages spoken are Arabic, Bengali, and Tamil.
 - Language diversity is celebrated through central displays and classroom activities.
 - Multilingualism is viewed as a positive and life-enriching asset.
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Aims

Earlsdon Primary School aims to:

- Promote equal opportunities for all pupils for whom English is an additional language.
- Deliver a broad, balanced curriculum that meets the needs of EAL learners.
- Ensure EAL pupils reach their full potential.
- Plan and teach lessons using learning styles most appropriate to EAL learners.
- Promote home languages across the school and encourage families to maintain them.
- Monitor the progress of EAL pupils through regular assessment and tracking.
- Support EAL children at risk of underachievement through targeted interventions.
- Celebrate heritage and linguistic diversity through themed days, assemblies, and displays.
- Include children's cultures and languages in topics—festivals, traditions, literature.

Teaching and Learning

We believe that:

- EAL children learn English best through immersion in a rich curriculum.
- The school environment should promote language development through planned language use, visual prompts, and inclusive resources.
- EAL learners thrive in a whole-school context with high expectations and peer integration.
- Bilingualism supports cognitive development and cultural identity.

Strategies include:

- A shared induction process for new arrivals, supported by a time-limited programme.
- Use of local authority MLA support (41 hours/year).
- Support from multilingual staff during lessons and lunchtimes.
- Inclusive classroom environments with multilingual displays and resources.
- Use of dual-language books and dictionaries.
- Visual resources such as timetables, graphic organisers, and WIDGET symbols.
- Directed Activities Related to Texts (DARTs) for reading comprehension.
- Scaffolding for speaking and writing using structured frames.
- Differentiated support for EAL pupils with SEN or those identified as more able.
- Provide tiered support: in-class language scaffolding, small group interventions, differentiated resources.
- Offer bilingual glossaries and key vocabulary lists in home languages (e.g. Arabic, Bengali, Tamil).
- Embed oracy-rich strategies: discussions, pair talk, and multilingual storytelling to build confidence and fluency.
- Track EAL pupils' attainment and progression systematically, including language development in both English and home language where tracked.
- Evaluate the impact of multilingual resources and interventions. Adjust support strategies as needed.

Welcome and Induction

- The *Welcome Committee*—a group of pupils from diverse backgrounds—supports new arrivals socially and emotionally. They help to organise termly new arrivals welcome events.

- New pupils receive a *Welcome Pack* and are paired with a *Young Interpreter*. The **Young Interpreters Programme** trains selected pupils to support their peers who are new to English by helping them understand routines, communicate with others, and feel more confident in their new environment.
 - The office team provides practical support to families, including help with forms, finances, and uniform sourcing.
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Assessment and Monitoring

- Assessment is a partnership between teachers, the EAL Coordinator, families, and pupils.
- A multilingual register is kept and regularly updated, noting each pupil's first language(s) and proficiency in English (oral, reading, writing).
- Initial assessments in English and their home language where possible.
- Regularly monitor progress, with translation or glossaries for assessments if needed.
- Pupils in bands A–C receive focused support to build fluency and confidence.
- Progress is monitored regularly, and interventions are implemented where needed.
- Social development and peer relationships are also supported.

English proficiency is assessed and tracked using the DfE Proficiency in English scale:

Band Description

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|---|--|
| A | New to English – considerable support required |
| B | Early Acquisition – significant support required |
| C | Developing Competence – ongoing support required |
| D | Competent – occasional support may be needed |
| E | Fluent – may need support with complex tasks |
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Parents and Carers

- A welcoming induction process is provided for families.
- Termly meetings with teachers (with translators if needed) ensure strong home–school communication.
- Families are encouraged to maintain home languages and engage with school life.
- Engage parents via translated newsletters, interpreters at meetings, and cultural events.

- Promote multilingualism through family-language sharing—e.g. parents teaching short phrases.
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EAL Coordinator Role

The EAL Lead:

- Manages EAL provision across the school.
 - Collaborates with EMAS and external agencies.
 - Ensures new staff are trained to support EAL learners effectively.
 - Facilitate ongoing professional development: bilingual teaching strategies, culturally responsive pedagogy, and differentiation for multilingual learners.
 - Encourage collaboration between monolingual and bilingual staff and hiring or involving bilingual assistants when possible.
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Resources

- Dual-language reading books
 - Dual-language dictionaries
 - Visual aids and multilingual classroom materials
 - SLA MLA support (41 hours/year)
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Review Cycle

This policy is reviewed annually with input from staff, EAL families, young interpreters, and community stakeholders.

Policy Approved: September 2025

Next Review Date: September 2026
