



ENGLISH AS AN ADDITIONAL LANGUAGE POLICY (EAL)

Adopted: Summer 26

Review: Summer 29

Policy Review and Monitoring

This policy is due to be reviewed at the time stated, unless circumstances determine that this policy needs to be reviewed at an earlier time.

Signed: **Chair of Governors**

Headteacher

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Introduction

At Maes yr Haul Primary, we are committed to providing an inclusive learning environment in line with Curriculum for Wales, ensuring that every learner is supported to progress regardless of their linguistic background. The school welcomes pupils from diverse backgrounds, including those who speak languages other than English or Welsh at home.

Curriculum for Wales requires schools to design a curriculum enabling all learners, including multilingual learners, to progress in English, Welsh and international languages. We provide support for multilingual learners using the Welsh Government Five-Stage Model, as required by the national EAL/WAL Needs Assessment Survey.

English as an Additional Language (EAL) is not an Additional Learning Need (ALN), but some EAL learners may also have additional learning needs. The school follows the ALN Code where dual identification exists. We are committed to inclusive classroom practice in line with the ALN Code.

Aims and Objectives

- To ensure all multilingual learners can fully access our curriculum and participate in the life of the school.
- To provide high-quality teaching that supports both language development and curriculum understanding.
- To support all multilingual learners to develop self-confidence and a strong sense of identity
- To value and build upon learners' home languages, cultures and identities.
- To meet statutory Welsh Government duties for identifying, assessing and reporting EAL learners.

Statutory Requirements

The school meets all national duties relating to English as an Additional Language by:

- Assessing learner's language proficiency using Welsh Government's Five-Stage model (A – E) to help ensure consistency of evaluation.
- Reporting annually, the language acquisition stage of EAL learners via PLASC

- Ensuring that all learners are supported with appropriate progression to support their language acquisition through the Languages, Literacy and Communication AoLE and cross-curricular literacy skills.

Teaching, Learning and Curriculum Access

Teaching is planned to ensure that all learners make progress in line with the progression principles outlined in Curriculum for Wales. This includes explicit teaching of vocabulary, language patterns and grammar. Learners with EAL may be supported through:

- Visual scaffolds and models,
- Structured talk appropriate to their stage of acquisition,
- Bilingual and/or translation resources,
- Individual and/or small-group support.

Home languages are recognised as potentially valuable resources for additional learning.

Roles and Responsibilities

EAL Lead

Oversees identification, monitoring and support for multilingual learners.

Coordinates PLASC EAL submissions.

Liaises with local authority EAL services

Senior Leadership Team

Ensures EAL provision is appropriately staffed, resourced and integrated into school improvement processes.

Class Teachers

Plan inclusive lessons with appropriate linguistic scaffolding in line with CfW pedagogy.

Assess learners using the Five-Stage Model.

Build on pupils' existing linguistic knowledge.

Learning Support Staff

Provide targeted linguistic and curriculum support.

Implement interventions under teacher direction.

Local Authority Services

Provide specialist advice, training, assessments and induction support.

Identification and Assessment

Initial Identification

- Language survey undertaken upon admission.
- Pupil and family induction meeting to gather linguistic background.

Ongoing Assessment

- Regular monitoring using the Five-Stage Model (A–E).
- Consideration of prior schooling, literacy in home language, and cultural background.
- Assessment integrated with CfW's formative assessment approach.
- Regular tracking of EAL learner progress.

- Evaluation of the impact of any intervention support.

Reporting

- EAL stage entered annually in line with Welsh Government requirements.
- Annual report to governors.

Working with Families

We recognise that EAL learners may come from households where parents and families have a limited understanding of English too. In order to support learners and their families, we will:

- Offer bilingual communication where possible
- Seek to provide interpreters for key meetings
- Encourage and celebrate home languages.
- Offer guidance to support parents' understanding of Welsh education system

The school recognises that multilingual learners may have additional safeguarding vulnerabilities related to communication or cultural/linguistic barriers. The school will ensure safeguarding information is accessible to pupils and families in an appropriate language.

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