



EAL Policy

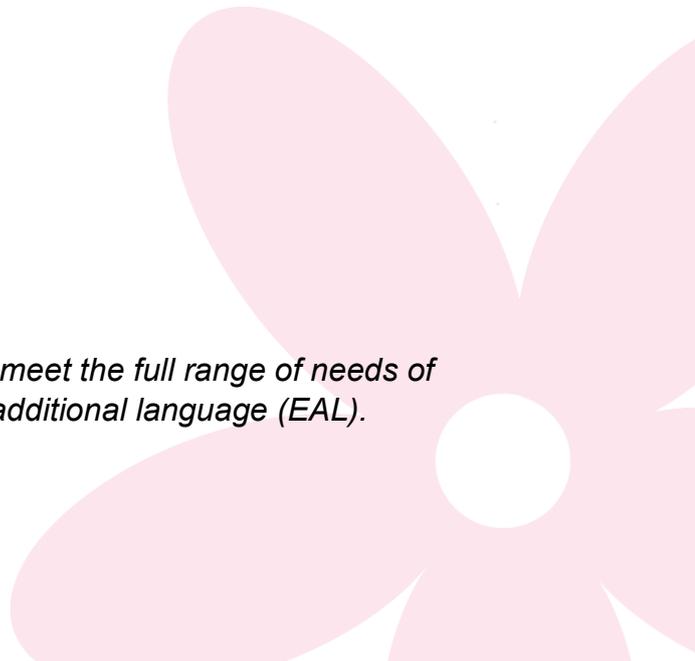
St Barnabas CofE Primary School

Approved by:	LGB
Last reviewed on:	September 2025
Next review due by:	September 2026

This policy supersedes all previous EAL policies



The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language (EAL).



EAL Mission statement

At St Barnabas Primary School, we celebrate culture and linguistic diversity and see this as a step on the ladder to success.

It is our duty to spark the passion for learning English. To immerse our pupils into an engaging, English enriched environment throughout the curriculum; to inspire our pupils to be their best selves.

- ✓ set an expectation that school will reflect the linguistic and cultural characters of our diverse community
- ✓ We will celebrate the culture and linguistic diversity in our school through our teaching and learning.
- ✓ We will create and maintain a welcoming and supportive whole-school ethos of respect that is clear, explicit, articulated and shared so pupils make the best possible start to their life.
- ✓ We will ensure in our school each child progresses to be an effective learner.
- ✓ We will have high expectations of success.
- ✓ We will ensure children progress from newly arrived limited English to fluency in the shortest possible time.
- ✓ We will set challenging targets for each learner and monitor progress against expectations continuously throughout the child's schooling.
- ✓ We will set an expectation that an 'ambitious curriculum' for bilingual learners accurately reflects their cognitive and academic potential.

Role and responsibilities

All staff are responsible for developing bilingual learners.

EAL coordinator:

- Manage resource materials and equipment to ensure sufficiency and adequacy.
- Liaise with class teachers to identify and support bilingual pupils.
- Work with SENCO and class teachers to identify bilingual pupils with SEN or special talents.
- Monitor standards of teaching and learning of bilingual pupils.
- Analysis of relevant data for improvement purposes.
- Consult with external agencies.
- Contribute to the school improvement plan in the areas of responsibility to identify development points and arrange for improved provision.

Intent

For all of our bilingual children to be performing alongside their native speaking peers by the time they reach year 6. However, English is a complex language that our children need to learn quickly in order to diminish their language barrier and become an independent learner. Our children need to be taught, and modelled too, of how to use their environments to succeed, not just academically but for personal development as well. We need to immerse our children into English enriched environments where their linguistic skills can flourish; allowing them to

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push their limits to discover what is possible.

*“Through Jesus we encourage one another and build each other up,
to be our best selves”*

