



EAL Support Arrangements

English as an Additional Language

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Status – Current

Review Date – April 2027 or
sooner if legislation changes



Introduction

At Best Futures school we are committed to ensuring that all pupils feel welcome, valued, part of our school community and are given learning opportunities that are accessible, relevant and purposeful. In England, learners who use EAL are defined as those who have been “exposed to a language at home that is known or believed to be other than English” (Department for Education, 2023)

Aims

We aim to ensure that all children with EAL are able to:

- Celebrate and share their first language, culture and identity
- Develop communication in English, with the aim to understand and build confidence in reading, writing, listening and speaking
- Use English as a means of learning across the curriculum
- Achieve their potential

The context of the school (April 2025)

- School for children in Year 1 to Year 6 with Special Education Needs, primarily Social, Emotional Mental Health (SEMH) and Communication and Interaction (C&I) Needs
- Languages spoken by children at this school: English
- Languages spoken by staff at this school: English

- 0 pupils currently have English as a second language
- 0 pupils identified as being in the very early stages of EAL acquisition

Key considerations for new arrivals of children with EAL and SEND

All staff need to be aware and sensitive to the potential difficulties that new arrivals of children with EAL and their families may be facing. These could include:

- Not being familiar with the English language or English culture
- Not being familiar with the educational systems in England (eg In some countries, schools expect parents to buy all exercise and text books at the start of the school year)
- No previous schooling due to different starting age in their home country
- Little, no or fractured previous education due to lack of opportunities or instability in their home country
- Different style or emphasis of prior education
- Difficulties managing the transition to a new country
- Isolation and lack of friends and family
- Different strategies for pupils with SEND

Welcoming new arrivals

The school ensures that newly-arrived children and their families are warmly welcomed and feel safe and secure in their environment.

Parents/ carers are encouraged to bring their child to view the school before the date of admission. At this time the Executive or Deputy Principal and caseworker will aim to meet with the child, parents/carers to gain insight into the pupil's background and experiences. This is the first step to ensuring the school successfully meets the diverse needs of its pupils.

Strategies used to support new arrivals to our school include:

- Find out what the child prefers to be called and how to pronounce their name correctly
- Find out their circumstances (eg country of birth, education so far, special requirements, parental responsibility)
- Provide written information in their spoken language
- Create a visual guide to the school (eg map or photos)
- A tour of the school and meet the staff
- Children are encouraged to complete an 'All about me' introduction book to share at school
- A transition timetable tailored to pupil's needs

- Close look at previous strategies used in child's EHCP and integrate into our school to help with transition
- Small class sizes and peer groups
- Translation support from external agencies providing first language support (if possible).
- Extra support from Speech and Language therapy if required
- Creating links between parents/ carers of pupils with EAL by informing them of support groups, community groups, clubs that speak the same language
- Ensuring that our written and spoken communication with families is effective through the use of plain English and, when necessary, using interpreters or translating written information (including information about non-uniform days, special events etc)
- Consider different dietary needs

We aim to ensure that our written and spoken communication with families is effective through the use of plain English. However, we recognise that this can be difficult for some families with limited English language acquisition; in such cases we use translators and interpreters.

As part of our aim to achieve a cohesive community, we endeavour to work closely with members of the wider community to support our EAL pupils.

Supporting Documents and Links

EAL and SEND: A Framework for Integrated Provision in schools [The-Bell-Foundation_EAL-SEND.pdf](#)

EAL Assessment Framework [EAL Assessment Framework - The Bell Foundation Google Translate](#)

[bp_eal_guide.pdf](#) Classroom Practice Advice from Oxford Owl including descriptors for coding A to E

The Bell Foundation EAL Classroom Guidance for Teachers [EAL Classroom Guidance for Teachers - The Bell Foundation](#)