



WHOBERLEY HALL
PRIMARY SCHOOL

Black and Minority Ethnicity (BME) and English as an Additional Language (EAL) Policy

Date : September 2025

Date to be reviewed : September 2026

Statement of Commitment

At Whoberley Hall we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of BME pupils and pupils with EAL, enabling them to do the best they can within a positive, supportive, secure and safe learning environment.

Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners.

Background

Our pupils come from diverse backgrounds with a wide range of language skills.

- Whoberley Hall caters for an increasing multilingual community.
- The School has at present 217 pupils on roll, of which approximately 37% , 79 children, speak English as an additional language.
- There are a variety of different languages spoken at Whoberley Hall,
- A small proportion of our pupils have arrived from other countries with no or very little understanding of English. A number of these pupils who have come from abroad have attended other schools before attending our school.
- We are constantly developing the partnership between staff and parents as we understand how important this relationship is to the children's learning.

Our aims

As a school we aim to:

- Provide a welcoming environment in which pupils will learn most effectively.
- Provide support to pupils with EAL needs.
- To keep an audit of the numbers of children who are EAL and BME learners.
- Plan and teach lessons using learning styles that can suit EAL learners.
- Provide an inclusive curriculum.
- Promote home languages across school and encourage and support discussion of

learning (in home language) at home.

- Show a genuine interest in different cultures and their practises including dress, food, celebrations, religions etc.
- Assess pupils in class and set targets based on a variety of assessments.
- Ensure pupils are making progress and are able to access the school curriculum.
- Support pupils who are at risk of under achieving.
- Ensure that we use translation services where appropriate, for example, for parent meetings.
- Celebrate pupils achievements in school as well as in extra-curricular activities.

This policy aims to support our planning, organisation, teaching and assessment procedures and to support the use of resources and strategies, in order to meet the needs of pupils who have English as an Additional Language (EAL) and BME. Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

What is EAL?

EAL means English as an Additional Language - when a pupil speaks a home language other than English. At Whoberley Hall, a variety of languages are spoken at home and we aim to cater for all these pupils to whom English is an additional learning need. We are committed to providing appropriate support for all pupils with EAL. Throughout their time at school, we provide pupils with the necessary means to access the curriculum. We give children the opportunity to improve their fluency in speaking, reading, writing and understanding English.

Definitions of an EAL Learner :- “First language is the language to which the child was initially exposed during early development and continues to use this language at home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become” DFES Guidance 2007.

Bilingual Learner:- “ Bilingual here is taken to mean all pupils who use or have access to more than one language at home or at school- it does not necessarily imply fluency in both or all languages” DFES Guidance 2007
Advanced Bilingual Learner:- “Advanced Bilingual learners are pupils

who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to the language background” DCFS 2009.

Planning and Teaching for pupils with EAL needs

Teachers consider the needs of bilingual learners in their planning and teaching. In class, pupils are taught to learn using a variety of strategies. Pupils learn independently, as a whole class, in pairs, in groups and through collaborative activities. Children are encouraged to explore a range of learning styles - visual, auditory and kinaesthetic – and resources are prepared to reflect the needs of individuals across each class. Pupils are encouraged to share languages with their peers.

Parental Involvement

It is widely recognised that children settle into school more successfully and become confident and happy if their parents are actively involved in their children’s learning. At Whoberley Hall we believe that education is a partnership between home and school. Parents will be provided with information about the progress and achievement of their child. They will also be encouraged to be part of the everyday life of the school. We run an open door policy for all parents, but if there are concerns about a child personal contact will be made by the class teacher to the parent. If necessary, a translator from the Ethnic Minority Achievement Service will be contacted in order to convey accurate messages to parents and from parents to school.

Collection and analysis of BME/EAL achievement data

The school update statistical information related to the numbers of children who are BME/EAL learners on a regular basis.

Data collected (EYFS Baseline and EYFS profile, Key Stage 2 SATs, assessments in Years 1, 2, 3, 4 & 5), will be used to identify patterns of achievement and then target support for those children who are underachieving. The analysis of progress is undertaken each term, where teachers make judgements about the progress of pupils. Staff also use Insight Assessment objectives to closely track where children are and to identify next targets to focus upon in lessons and interventions.

Some children use the Flash Academy, an App, as an intervention – this program collects data to show progress of vocabulary, speaking and understanding.

Monitoring and Assessment

The class teacher is responsible for the assessment of all pupils in class. As outlined above, he/she liaises closely with the EAL/BME coordinator to identify and address needs.

EAL Coordinator

The Lead's role is to manage EAL effectively across the school, to develop the quality of provision for EAL pupils and to contribute to raising the educational achievement of pupils with EAL by working collaboratively with teaching and support staff. To achieve the above, the EAL Lead will:

- disseminate information and key messages effectively
- represent and promote the needs of EAL pupils
- advise teachers about the development of EAL strategies, planning and assessment
- actively contribute to the development, implementation, monitoring and evaluation of the EAL policy
- keep up to date regarding EAL 'Good Practice'
- develop and maintain assessment procedures
- audit resources
- take part in monitoring of teaching, planning and books.

Resources

- Access to a liaison with the Ethnic Minority Achievement Service
- Versions of other texts in different languages
- Uses of translators
- Invite parents in to read stories in own languages
- Resources/signage out across the school in other languages
- Positive images of people from different ethnic backgrounds in books etc
- Use of Makaton and InPrint in EYFS and beyond where appropriate
- Use of InPrint to create dual coding resources
- Flash Academy for selected children.

Our hopes for settling pupils with EAL/BME into school

End of Week 1

- To be relaxed and happy
- To be beginning to follow some of the conventions and routines of the classroom
- To be familiar with arrangements for school meal times
- To be familiar with location and use of cloakrooms and toilets
- To be beginning to interact socially with class peers

End of Week 3

- Come to school happily
- To be relaxed and happy in class
- To be familiar with geography of the school
- Can follow daily and class routines
- To initiate contact (physical or verbal) with a teacher or teaching assistant
- to be settling to tasks in the classroom
- to be playing with others in the playground

End of first term

- To be relaxed and happy
- To participate in group and class activities at an appropriate level
- To interact positively with other children
- To work co-operatively with other children
- To be confident in small group situations
- Can work / play without constant adult supervision
- Shows interest and motivation in learning
- To have demonstrated some identifiable progress in English language acquisition if an EAL beginner