Norwood Green Junior School

EAL Policy

Policy ratified by the GB: November 2025

Policy to be reviewed: November 2028

Statement of Commitment

Norwood Green Junior School is committed to making appropriate provision of teaching and resources for pupils for whom English is an Additional Language and for raising the achievement of minority ethnic pupils who are at risk from under-achievement.

The school will identify individual pupil's needs; recognise the skills they bring to school and ensure equality of access to the curriculum.

Context of the School

As of November 2025, 89% of pupils have a home language in addition to English. Main languages spoken at Norwood Green Junior School:

- Panjabi 41%
- Urdu 13.9 %
- Somali 9.4%
- Pashto 4.1%
- Hindi 4.1%

Assessment and Target-Setting

- **Statutory Assessment.** The school will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements, mother-tongue assessment, etc.
- **EAL Assessment.** The language needs of EAL pupils are identified through an EAL assessment soon after arrival. Pupils' level of English acquisition is determined using DFE proficiency levels (A-E)
- **EAL/SEN.** Norwood Green Junior School recognises that most EAL pupils needing additional English do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision.

Teaching and Learning

- **Planning and Differentiation.** Norwood Green Juniors provides a system for staff to share planning with support staff. Plans will identify the language demands of the N.C. and provide differentiated learning opportunities matched to EAL pupil needs.
- **Core subjects** EAL pupils are entitled to full access to learning. Staff training will include specific focus on the inclusion and particular challenges for EAL pupils.

- **EAL Resources.** Norwood Green Junior School allocates a budget to provide appropriate teaching materials.
- **Professional Development.** The school will enable staff to undertake appropriate professional development to meet the needs of minority ethnic/EAL pupils.

- **Monitoring and Review**
- **Achievement and Database.** The school data will include relevant information on minority ethnic/EAL needs, support, achievement and progress for monitoring purposes.

Pastoral

- **Admissions.** We provide a welcoming admission process.
- **Parental Links**. The above process and access to the full range of parental involvement will be supported by means of accessible communication strategies, translations, etc.
- **Refugees.** All staff are committed to providing a safe and secure environment and being sensitive to the previous experiences of refugees and their families.