



EAL New Arrival Protocol

At Newport Primary School, our approach to supporting pupils with English as an Additional Language (EAL) is rooted in well-established research and national best practice. We recognise that language development is central to both academic achievement and inclusion, and that effective provision must be responsive to each pupil's stage of English proficiency, prior educational experience, and linguistic background.

Our protocol is underpinned by key evidence-informed principles, ensuring that all pupils are able to access a broad and ambitious curriculum while developing the language skills needed to succeed. We adopt a whole-school approach in which language development is embedded across all areas of learning, supported through high-quality teaching, targeted provision where appropriate, and a strong emphasis on inclusion and wellbeing.

This model reflects established research and best practice:

- Language proficiency is the key driver of attainment and must be accurately assessed and carefully developed over time.
- A pupil's first language is a valuable asset, supporting cognitive development and accelerating the acquisition of English.
- Immersion in a language-rich environment, combined with effective scaffolding, provides the most successful route to both language development and curriculum access.
- Academic language develops over an extended period, requiring a staged and responsive approach to assessment and expectations.
- Explicit teaching of vocabulary and structured scaffolding are essential in enabling pupils to engage fully with the curriculum and demonstrate their understanding.

1. Arrival and Induction

Practice

- Welcome pupil and family (use interpreter where needed).
- Gather background information:
 - First language(s) and dialect
 - Previous schooling
 - Literacy in home language (key predictor of progress)
 - Migration context (e.g. refugee/asylum where relevant)
 - Relevant history (e.g. trauma from war)

Assign a buddy or trained language ambassador.

Why?

- The Bell Foundation emphasises that EAL learners are highly diverse, and provision must be informed by prior schooling, language background and context of arrival.

- Strong induction improves access, wellbeing and early integration, which directly impacts language acquisition and attainment.

2. Creating an Inclusive Environment

Practice

- Explicitly value and promote first language use:
 - Home language talk encouraged
- Use:
 - Visual scaffolds
 - Vocabulary-rich classroom environments
- Foster belonging through representation and peer support.

Why?

- Bell Foundation guidance highlights that emotional security and inclusion are prerequisites for effective language learning.

3. Early Stage Support (Silent / Reception Phase)

Practice

- Recognise and respect the silent period:
 - No pressure to speak prematurely
- Focus on comprehension through:
 - Modelling
 - Repetition
 - Gestures, visuals, routines
- Provide structured low-risk talk opportunities (e.g. choral response, partner talk).

Why?

- Language acquisition research shows learners initially build understanding before production; forcing early output can hinder confidence and progress (widely recognised in second language acquisition theory).

4. Initial Assessment (Bell Foundation Framework)

Practice

- Conduct within first 3 weeks using Bell Foundation EAL Assessment Framework.
 - EAL Team Key Stage 2
 - TA Key Stage 1
- Assess across domains:
 - Listening & understanding
 - Speaking
 - Reading and writing (where appropriate)

- Place pupils on stages A–E:
 - A: New to English
 - B: Early Acquisition
 - C: Developing Competence
 - D: Competent
 - E: Fluent

Why?

- English proficiency is the strongest predictor of attainment, far outweighing socioeconomic factors.

5. Provision Pathway

EYFS & KS1 – Immersion Model

Practice

- Full immersion in:
 - Language-rich play
 - Adult modelling
 - Social interaction
- Avoid withdrawal unless exceptional.

Evidence base

- NALDIC states that EAL learners develop language most effectively through immersion in mainstream learning with support.

KS2 – Blended Approach

Practice

- Short-term targeted EAL group support* (for new-to-English pupils):
 - Key vocabulary
 - Basic literacy and phonics
 - Play-based strategies – essential for bridging social, cognitive and emotional gaps
 - Activities to support gross/fine motor skill development
- Continued access to full curriculum through mainstream class.

**In exceptional cases, pupils may access the provision for a longer period of time*

Why?

- Bell guidance recognises a role for short-term intensive support alongside mainstream inclusion, particularly for new arrivals.

6. Teaching Strategies (Whole School)

Practice

- Use consistent scaffolding strategies:
 - Pre-teaching vocabulary
 - Sentence stems and frames
 - Modelled writing and talk
- Plan structured opportunities for talk (partner/group work).
- Use language ambassadors to support peer modelling and inclusion.

Why?

- Scaffolding enables learners to access content beyond their current language level and gradually builds independence.

7. Assessment Approach

Practice

- Do not assess against National Curriculum for at 6 weeks (for those pupils new to English).
- Instead use:
 - Observational assessment
 - Work scrutiny
 - Bell progression descriptors
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Why?

- Cummins' research shows that while conversational fluency develops quickly, academic language takes 5–7 years to reach full proficiency. Early NC assessment risks misidentifying language need as low attainment.

8. Review and Adapt

Practice

- Review after 3 months:
 - Update Bell stage – record on spreadsheet
 - Adjust provision – liaise with Class Teacher for appropriate strategies
- Decide readiness for:
 - Curriculum assessment
 - Reduction in targeted support
- If progress is not being made, consider SEND needs and refer as appropriate

Why?

- Ongoing assessment is essential, as proficiency evolves and directly influences curriculum access.

9. Ongoing Cycle

Practice

- Continuous cycle: **Assess** → **Plan** → **Teach** → **Review**
- Maintain high expectations with appropriate scaffolding.
- Ensure pupils access cognitively challenging curriculum content.