Ormiston Cliff Park Primary Academy
Subject Intent Statement
English as Additional Language
Subject Leader: Mrs E Haizel

Intent

At Ormiston Cliff Park Primary Academy, we are proud to serve a diverse community where many of our pupils speak English as an additional language (EAL). We believe that multilingualism is a strength that enriches our school and broadens our pupils' worldviews.

Our intent is to ensure that all EAL pupils regardless of their level of English acquisition, are supported to achieve their full academic and personal potential. We aim to create a fully inclusive environment where language is never a barrier to learning or participation.

We are committed to providing a language-rich curriculum that develops English proficiency alongside academic knowledge and skills. Also, we ensure that all staff have knowledge, understanding and strategies to meet the linguistic and cultural needs of the EAL learners.

We aim to support pupils' home languages and cultural identities as integral to their sense of belonging and wellbeing. By establishing strong partnerships with families, we hope to promote engagement, inclusion and shared success.

In Early Years, our intent is to provide a nurturing environment that values every child's home language and uses it as a foundation for developing confidence and communication in English through purposeful play and interactive learning.

Implementation

EAL provision at Ormiston Cliff Park Primary Academy is embedded across the curriculum and supported through a combination of assessments, targeted intervention, inclusive classroom practice and staff training.

We implement our intent through:

- High-quality first teaching that incorporates visual support, modelling, scaffolding and opportunities for structure talk.
- Individual and small group support where appropriate, focusing on vocabulary development, comprehension and oral fluency.
- Ongoing assessment of pupils' English language proficiency to inform planning and intervention.
- Celebrations of linguistic diversity through curriculum content, displays and cultural events that value learners' languages and heritages.

- Early Years provision that prioritises spoken language, communication and play-based learning with close collaboration between staff and families to support bilingual development.

EAL pupils are fully included in all aspects of school life and teaching approaches are adapted to ensure equitable access to the curriculum for every learner.

Impact

Through our inclusive and evidence-informed approach, we aim to ensure that

- EAL learners make strong progress in both English acquisition and across all areas of the curriculum.
- Pupils develop confidence, independence and a positive sense of identity.
- Staff demonstrate a clear understanding of EAL pedagogy and effectively apply strategies that support language development.
- Families feel valued, involved and informed about their child's progress and support.
- In Early Years, children develop strong communication and early literacy skills, laying secure foundations for future learning.

The impact of our EAL provision is monitored through pupil progress data, classroom observations, learning walks, feedback from families and pupil voice. This continuous reflection and evaluation ensure that our practice remains effective, inclusive and responsive to the needs of the children and our community.