



# English as an Additional Language Policy

Approved by Governors: December 2023

Review Period: 3 years

Review by: December 2026

## **1. ROLES AND RESPONSIBILITIES**

1.1 The responsibility for the implementation of this policy and provision rests with the Headteacher. On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the **SENCO**.

1.2 It is important to note that every member of staff is responsible for ensuring that this policy is fully implemented and that in situations not covered by this policy, staff must act in the best interests of the pupil, as any responsible parent would act.

1.3 The welfare of pupils will be paramount.

## **2. SUGGESTED AUDIENCE**

All staff

## **3. RELATED POLICIES**

This policy is part of a suite of policies which should also be referred to:

- Safeguarding Policy
- Whistleblowing policy
- Complaints Policy
- Health and Safety Policy
- Special Educational Needs Policy

## **4. ACADEMY MISSION STATEMENT**

**“The Rural Enterprise Academy: educating, nurturing and inspiring our future rural entrepreneurs. We aim to create a culture that is kind where all pupils can be successful and be the best version of themselves, every day.”**

## **5. INTRODUCTION**

5.1 The Rural Enterprise Academy seeks to provide a happy, supportive, secure, motivated and challenging environment to enable all staff and pupils to succeed, both academically, socially and emotionally.

5.2 We strive to provide high standards of learning, teaching and pastoral care, to recognise each individual’s abilities and encourage them to develop to their full potential. Everyone is valued highly and the values of honesty, co-operation, sensitivity, tolerance and mutual respect for others are fostered.

5.3 We are committed to the development of the whole person, providing a broad and balanced curriculum through the provision of the structured timetabled day, the extended curriculum, targeted intervention strategies, plus a wide variety of extra-curricular activities and educational visits.

5.4 All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, (EAL) this includes recognising and valuing their home language and background. As an academy, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole academy approach, including ethos, curriculum, education against racism and promoting language awareness.

5.5 This policy aims to raise awareness of the academy's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

## **6. KEY PRINCIPLES OF ADDITIONAL LANGUAGE ACQUISITION**

6.1 EAL pupils are entitled to the full academy curriculum programmes of learning and all their teachers have a responsibility for teaching English as well as other subject content.

6.2 Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.

6.3 Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the academy environment wherever possible.

6.4 Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.

6.5 Language develops best when used in purposeful contexts across the curriculum.

6.6 The language demands of learning tasks need to be identified and included in planning.

6.7 Teaching and support staff play a crucial role in modelling uses of language.

6.8 Knowledge and skills developed in learning the first language aid the acquisition of additional languages.

6.9 A clear distinction should be made between EAL and Special Educational Needs

## **7. EDUCATIONAL NEEDS ASSESSMENTS**

7.1 All EAL pupils are entitled to assessments as required.

7.2 Additional specialist support may be required to visit the academy. They will assess and monitor pupils, give support and guidance to staff and direct support to prioritised pupils.

7.3 Staff have regular coaching time to discuss pupil progress, needs and targets.

7.4 Progress in the acquisition of English is regularly assessed and monitored.

7.5 Assessment methods are checked for cultural bias and action is taken to remove any that are identified.

7.6 Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

## **8. PLANNING, MONITORING AND EVALUATION**

8.1 Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis; they are not confused with any additional SEN targets.

8.2 Planning for EAL pupils incorporates both curriculum and EAL specific objectives.

8.3 Staff regularly observe, assess and record information about pupils' developing use of language.

8.4 When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

## **9. TEACHING STRATEGIES**

9.1 Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.

9.2 Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.

9.3 Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.

9.4 Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.

9.5 Additional verbal support is provided, e.g. repetition, modelling, peer support.

9.6 Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.

9.7 Where possible, learning progression moves from the concrete to the abstract.

9.8 Discussion is provided before, during and after reading and writing activities.

9.9 Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

## **10. SPECIAL EDUCATIONAL NEEDS AND GIFTED AND TALENTED PUPILS**

10.1 Most EAL pupils needing additional support do not have SEN.

10.2 Should SEN be identified, EAL pupils have equal access to the academy's SEN provision.

10.3 If EAL pupils are identified as Gifted and Talented, they have equal access to the academy's provision.

## **11. PARENTAL AND COMMUNITY INVOLVEMENT**

11.1 Staff strive to encourage parental and community involvement by:

11.2 Providing a welcoming induction process for newly arrived pupils and their families/carers.

11.3 Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.

11.4 Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.

11.5 Celebrating and acknowledging the achievements of EAL pupils in the wider community.

11.6 Recognising and encouraging the use of first language.

11.7 Helping parents understand how they can support their children at home, especially by continuing the development of their first language.

## **12. APPROVAL BY THE GOVERNING BODY AND REVIEW DATE**

This policy has been formally approved and adopted by the Governing Body at a formally convened meeting.