Fair Ways Education-GLADE School English as an Additional Language Policy

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Fair Ways Vision, Mission and Values

Our vision
To build a community that changes lives, makes a difference to society and leaves a legacy greater than us

Our mission
To grow a compassionate, resilient, and trauma-informed community, that embraces learning, so that we improve the lives and outcomes of individuals.

Our values
Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within the organisation to *play their part*:

PROFESSIONAL	**A**CCEPTING	**R**EFLECTIVE	**T**RANSPARENT
· We do what we say we will. · We approach challenges with optimism and enthusiasm. · We don't judge, we notice. · We put the needs of the service before our own personal gains.	· We don't give up on people. · We value all individuals and are willing to challenge them. · We embrace each other's differences as much as our similarities. · We accept responsibility for our actions.	· We give feedback, we invite feedback, we listen to feedback. · We look inward before we look outward. · We learn as much from our mistakes as from our successes. · We listen to each other, learn from each other and grow together.	· We are always willing to explain why. · We have the courage to be open and honest. · We earn trust through our transparency. · We live by our values even when no-one is watching.

1 Introduction

1.1 The term English as an Additional Language (EAL) is used to describe students who use or are exposed to one or more languages in addition to English. This includes students who are bilingual or multilingual and those who have varying levels of proficiency in English. The school recognises multilingualism as a strength and will ensure that students who use EAL are able to access education, safeguarding and wider school provision without discrimination.

1.2 EAL is not in itself a special educational need or disability. However, some students who use EAL may also have SEND, and the school will ensure that language acquisition needs are appropriately distinguished from, and considered alongside, any additional learning needs.

1.3 This policy sets out the school's approach to identifying, assessing and supporting students who use EAL, while recognising and celebrating the linguistic, cultural and educational experiences they bring to the school community.

2 Aims

2.1The aim of this policy is to ensure that the school meets the educational, linguistic and pastoral needs of students who use English as an additional language (EAL), promotes equality of opportunity, prevents discrimination, removes barriers to learning and advances inclusion in accordance with the Equality Act 2010, the Public Sector Equality Duty, the Children and Families Act 2014, the SEND Code of Practice: 0 to 25 years, Keeping Children Safe in Education, Working Together to Safeguard Children, Working Together to Improve School Attendance and other current statutory guidance for schools in England.

2.2To welcome, value and respect the cultural, linguistic and educational experiences that students who use EAL bring to the school, and to ensure that provision promotes inclusion, dignity and equality of opportunity.

2.3 To help EAL young people to become confident and fluent in speaking and listening, reading and writing in English, to be able to fulfil their academic potential.

2.4 To encourage and enable parental support in improving young people's attainment.

2.5To assess the skills, strengths and needs of students who use EAL, including language proficiency, previous education, literacy, curriculum access, attendance,

wellbeing and any possible SEND needs, so that appropriate provision is planned and reviewed.

2.6 To monitor young people's progress systematically and use the data in decisions about classroom management and curriculum planning.
2.7To maintain students' self-esteem and confidence by acknowledging, valuing and giving status to their skills in their home languages, while supporting them to develop proficiency in English across the curriculum.
2.8The school will ensure that students who use EAL are not refused admission, excluded from opportunities, disadvantaged in assessment or denied access to support because of language, nationality, ethnicity, culture, religion or any other protected characteristic.

3Strategies

3.1 School ethos

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Recognise the child's mother tongue; boost the child's self-esteem. Remember, he / she has the potential to become a bi-lingual adult.
- Identify the pupil's strengths and encourage them to transfer their knowledge, skills and understanding of one language to another.
- Recognise that young people with English as an additional language will need more time to process and answer, both orally and in the written format. (Extra time and support in exams will be awarded if appropriate, providing and targeting appropriate reading materials that highlight different ways in which English may be used).
- Allow young people to use their mother tongue to explore concepts.
- Give newly arrived young people time to absorb English (there is a recognised 'silent period' when they understand more English than they use – this will pass if their self-confidence is maintained).
- Where appropriate group together to ensure that EAL young people hear good models of English.
- Use collaborative learning techniques.

- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.

- Explain how speaking and writing in English are structured for different purposes across a range of subjects.

- Ensure that there are effective opportunities for talking and that talking is used to support writing.

3.2 **Assessment**

- Pre-assessment form and referral identifies young people where English is their second language.

The school will identify students who use EAL as part of the admission and induction process. Information will be gathered about:

- the languages spoken and understood by the pupil and their family;
- the pupil's previous educational experience;
- the pupil's current level of English proficiency;
- literacy skills in English and, where relevant, in their home language;
- any identified communication, learning or SEND needs;
- previous support or interventions; and
- the pupil's individual strengths, interests and aspirations.

Relevant information will be shared with staff to ensure that appropriate support is in place from the point of admission. Newly arrived students will receive an appropriate induction to school routines, expectations, curriculum and pastoral provision.

The school will review the pupil's progress and support following admission and adjust provision where necessary.

- We carry out on-going recording of attainment and progress in line with agreed school procedures.

3.3 **Access and support**

- All students who use EAL will follow the full school curriculum and have equitable access to lessons, interventions, enrichment and wider school opportunities. The school will provide age-appropriate texts, resources, scaffolding and reasonable adjustments where required, so that students can access learning and demonstrate progress.

- Where appropriate, EAL young people will be supported in lessons on a 1:1 basis in the classroom to enable the young person to complete tasks with understanding.

- Where necessary, for older young people or for those who are functioning at one or more levels behind that which could be expected for their age and time in school, additional learning support will take place for a set period of time to address specific language or learning focus.

- Students who use EAL will have equal access to the school's safeguarding systems and opportunities to communicate concerns. Staff will consider language and communication needs when identifying and responding to safeguarding concerns, in line with Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026. Interpreting and translation arrangements will be used where necessary, particularly where information relates to safeguarding, welfare, attendance, SEND, health, complaints or significant educational decisions.

Where language or communication needs may affect attendance, punctuality, engagement or parental understanding of school expectations, the school will work with families to identify barriers and provide appropriate support in line with Working Together to Improve School Attendance.

3.4 **Special Educational Needs**

- Where a pupil who uses EAL may also have special educational needs or disabilities, the school will consider language acquisition, prior education, cultural background, attendance, wellbeing, trauma, medical information and available assessment evidence before deciding whether additional SEND assessment is required. EAL will not be treated as a special educational need in itself. Where SEND is suspected, support will follow the graduated approach set out in the SEND Code of Practice: 0 to 25 years and the Children and Families Act 2014, and parents or carers will be involved in accordance with statutory expectations.

- Oversee initial assessment of young people's standard of English as necessary.

- Give guidance and support to set targets and plan appropriate work. Provide an IEP where appropriate.

- Monitor standards of teaching, behaviour and learning of young people with EAL.

- Report to the Curriculum Manager on the effectiveness of the above and the progress of young people.

- Monitor progress and identify learning difficulties that may be masked by EAL and liaise with Curriculum Manager.

- Building on young people's experiences of language at home and in the wider community, so that their developing use of English and of other languages support each other.

- Providing a range of opportunities for young people to engage in speaking and listening activities in English with peers and adults.

- Providing support to extend vocabulary.

- Providing a variety of writing in the young person's home language as well as in English, according to their needs.

- Providing opportunities for young people to hear their home languages as well as English and as appropriate.

3.5 Responsibilities

3.5.1 The school obtains, collates and distributes to Deputy Heads, teaching staff and learning support workers, information on new young people with EAL:

- Language(s) spoken at home

- Information from the previous school on level of English studied / used

3.5.2 Teachers / Support staff should:

- Be knowledgeable about a young person's abilities and needs in English and other subjects.

- Use this knowledge effectively in curriculum planning, classroom teaching, and use of resources, behaviour management and young person grouping.

3.5.3 Head of School/Head teacher ensures that:

- All involved in teaching EAL learners liaise regularly.

- Parents and staff are aware of the school's policy on young people with EAL.
- Relevant information on young people with EAL reaches all staff.
- Training in planning, teaching and assessing of EAL learners is available to staff.
- Targets for young people learning EAL are set and met.
- The effectiveness of the teaching of young people with EAL is monitored and assessed regularly.

The school will work in partnership with parents and carers to support students who use EAL. Families will be provided with information in an accessible format and, where necessary, appropriate interpreting or translation services will be used.

The school will not rely on students, siblings or other children to interpret sensitive, safeguarding, medical, legal, complaints or significant educational information for parents or carers.

Parents and carers will be encouraged to share information about the pupil's language development, educational experiences, strengths, interests and cultural background. Their views will contribute to assessment, planning, review and transition arrangements.

The effectiveness of EAL provision will be monitored by school leaders through review of pupil progress, attainment, attendance, participation, access to the curriculum, intervention outcomes and pupil and parent/carer feedback.

Leaders will evaluate whether students who use EAL are making appropriate progress and receiving equitable access to learning and wider school opportunities. Where evidence identifies a barrier to progress or participation, provision will be reviewed and adapted.

The policy and associated provision will be reviewed at least every three years, or earlier where there are significant changes to legislation, statutory guidance, local arrangements or the needs of the school community. Leaders will ensure that practice reflects the most recent versions of relevant statutory guidance for schools in England.

4 Associated Documentation & Legislation

Associated Documentation, Guidance and Legislation

This policy should be read alongside current legislation, statutory guidance and school policies, including the most recent versions of:

- Equality Act 2010, including the Public Sector Equality Duty and schools' duties in relation to discrimination, harassment, victimisation, reasonable adjustments and accessibility
- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 years, current edition
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- School Admissions Code
- Working Together to Improve School Attendance 2026
- National Curriculum in England framework, where applicable
- School Equality Policy
- SEND Policy
- Safeguarding and Child Protection Policy
- Admissions Policy
- Accessibility Plan
- Curriculum Policy
- Assessment Policy
- Behaviour Policy
- Attendance Policy
- Complaints Policy