UNIQUE ACADEMY

SINCERE KNOWLEDGE SEEKERS SUCCEED

Nourishing the fitrah of each unique child

English as an Additional Language (EAL) Policy

"Make things easy for people
and do not make things difficult for them…."

(Saheeh Bukhari, 6125)

Updated:	Review date:	EAL Coordinator:
January 2025	January 2026	Hawwa Mbombo

Adopted: January 2025 **Review: January 2026**

English as an Additional Language

At Unique Academy, we celebrate the fact that many of our children speak more than one language. Some are from well-established communities, whilst others may be new to the English language. We value the teaching and learning, achievements, attitudes and well-being of all children in our school. We encourage all children to achieve the highest possible standards in their academic learning and personal development. We do this through taking account of each child's life experiences and needs. We understand that children who are learning English as an additional language (EAL) have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Definition

A child will be recorded in school as having EAL if "they are exposed to a language at home that is known or believed to be other than English."

EAL covers:
• Pupils arriving from other countries whose first language is not English.
• Pupils who are fluent in English and an additional language is spoken at home.
• Pupils who have been born in the UK but do not speak English at home.

Aims

This policy aims to raise awareness of the school'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. Our aim is to:

- Promote equality of opportunity for all learners for whom English is an additional language.
- Give all pupils the opportunity to overcome any barrier to learning.
- Welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school community.
- Deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- Help EAL pupils become confident in oral and written English and reach their full potential.
- Encourage children to practise and extend their use of English.

Key Principles of Additional Language Acquisition

- EAL pupils are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.
- 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.
- Language is central to our identity. Therefore, the home languages of all pupils should be recognised and valued. Pupils should be encouraged to maintain their home language and use it in the school environment.
- 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.
- Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.

Roles And Responsibilities

The EAL Lead

The EAL Lead at Unique Academy is: **Hawwa Mbombo**

The EAL Lead will:

- Work with the trustees to determine the strategic development of the EAL policy and provision in the school.
- Work with the trustees to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with EAL up to date.
- Have overall responsibility for the provision and progress of learners with EAL.
- Have day-to-day responsibility for the operation of this EAL policy and the coordination of specific provisions made to support individual pupils with EAL.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with EAL receive appropriate support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working with the EAL Lead to review each pupil's progress and development and decide on any changes to provision that might be beneficial.
- Ensuring they follow this EAL policy.
- Delivering quality first teaching to ensure that all pupils are supported to access the learning.

Initial Assessment

The pupil's needs are first identified during the admissions process, when information about the pupil's additional language needs is gathered. This information is discussed with the class teacher and Headteacher. Further discussions with parents will add to this picture. Following this, appropriate support will be planned to meet the needs of the pupil. The class teacher will keep a record of the pupil's progress and communicate this to the EAL Lead and parents.

Our Teachers' Approach

Our teachers develop the **spoken and written** English of EAL pupils in their class by using the following Learning and Teaching strategies:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Displaying key vocabulary.
- Providing additional visual support, e.g. posters, pictures, photographs, objects, demonstration and use of gesture.
- Providing additional verbal support, e.g. repetition, modelling and peer support. Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Providing scaffolding language and learning, e.g. talk frames and writing frames.
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Ensuring that there are effective opportunities for talking and that talking is used to support writing.
- Encouraging children to transfer their knowledge, skills and understanding of one language to another.
- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play.
- Pre–teaching by giving children a vocabulary list covering words that they will encounter in the forthcoming lessons.

Language Acquisition in the Early Years

Our teachers ensure **language acquisition** through access to the curriculum and to assessment by:

- Taking into account the linguistic, cultural and religious backgrounds of families.
- Using accessible texts and materials that suit children's ages and levels of learning.
- Providing support through computing, dictionaries and readers.
- Using the home or first language where appropriate.
- Ensuring consideration and sensitivity is given to the appropriateness of assessing EAL pupils at the earlier stages of English acquisition.
- Planning for teaching and learning of subject specific vocabulary.
- Using visual support and manipulatives.
- Using bilingual support from other pupils and staff.
- Encouraging and providing many opportunities for talking in English.
- Adapted work.
- Recognising that pupils with EAL will need extra time to process.
- Providing further group or 1:1 support if appropriate.

Assessment and Pupils' Progress

Our teachers monitor progress by:

- Setting targets for EAL pupils that are appropriate, challenging and reviewed on a regular basis.
- Ensuring that their planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- Regularly observing, assessing and recording information about pupils' developing use of language.
- EAL pupils at the earlier stages of English acquisition. It also does not need to be written, observations of children displaying language competence can also be used.

Special Educational Needs and Disability (SEND) and Able, Gifted and Talented (AGT) Pupils

Most EAL pupils needing additional support do not have SEND. Should SEND be identified, EAL pupils have equal access to the school's SEND provision. If EAL pupils are identified as AGT, they have equal access to the school's provision.

Consulting And Involving Pupils and Parents

We will have an early discussion with the pupil and their parents when identifying the EAL needs of the pupil.
Staff will encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- Celebrating and acknowledging the achievements of EAL pupils in the wider community.
- Recognising and encouraging the use of a first language.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.

We will also encourage pupils' involvement by:

Asking pupils about their opinions in the school and their ideas/suggestions implemented so that they feel valued.

Communication with Parents

We offer an open-door policy where parents are welcome any time to make an appointment to meet with class teachers, the EAL Lead and/or class teacher to discuss how their child is progressing. Parents can contact staff members directly by writing a note in their child's communication book, or through the school office: office@uniqueacademy.education or 0208 004 5481 (option 4).

Planned arrangements for communicating between school and home include:

- Every pupil has a communication book, which travels between home and school every day so that comments from parents and teachers are shared and responded to as needed.
- Each year group has three parents' meetings a year, when all class teachers are available to meet with parents and discuss their child's progress and learning.
- Every child receives an annual written report, which is sent home to parents in the summer term.

Appendix 1

Teaching and Assessment of Pupils with EAL

Collection of background information – Admissions procedures, discussions with parents, reports from previous schools

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Child is admitted to the appropriate class and an EAL assessment is carried out. Support from the EAL staff is offered.

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The EAL Lead and classroom teacher agree on specific language targets for the pupil. These should be reviewed termly.

Class teachers perform assessments through the use of non-verbal tasks across the curriculum, first language assessment.

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Classroom strategies are put in place which considers pupil groupings, first language resources, use of visual stimuli, and adaptation of tasks.

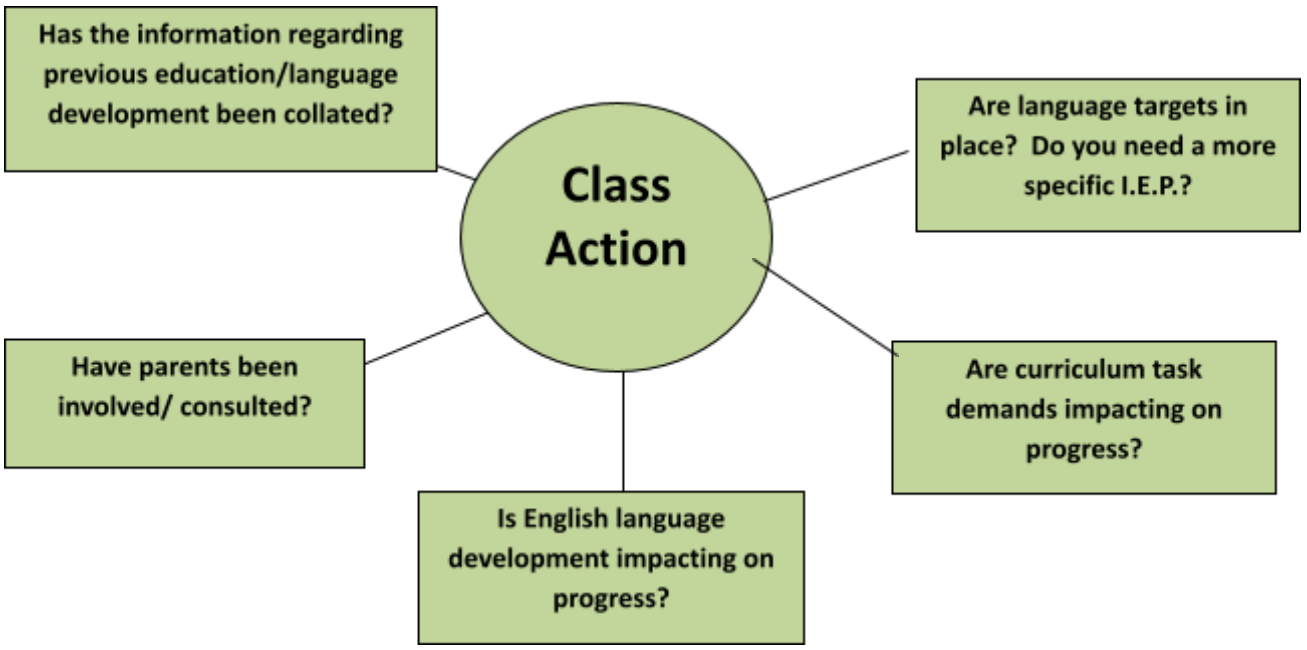
Language targets are reviewed regularly and consideration is given to the child's background, culture and experiences.

In a few circumstances, a cause for concern may arise if there is no satisfactory development in the acquisition of the English language. Please refer to Appendix 2.

Appendix 2

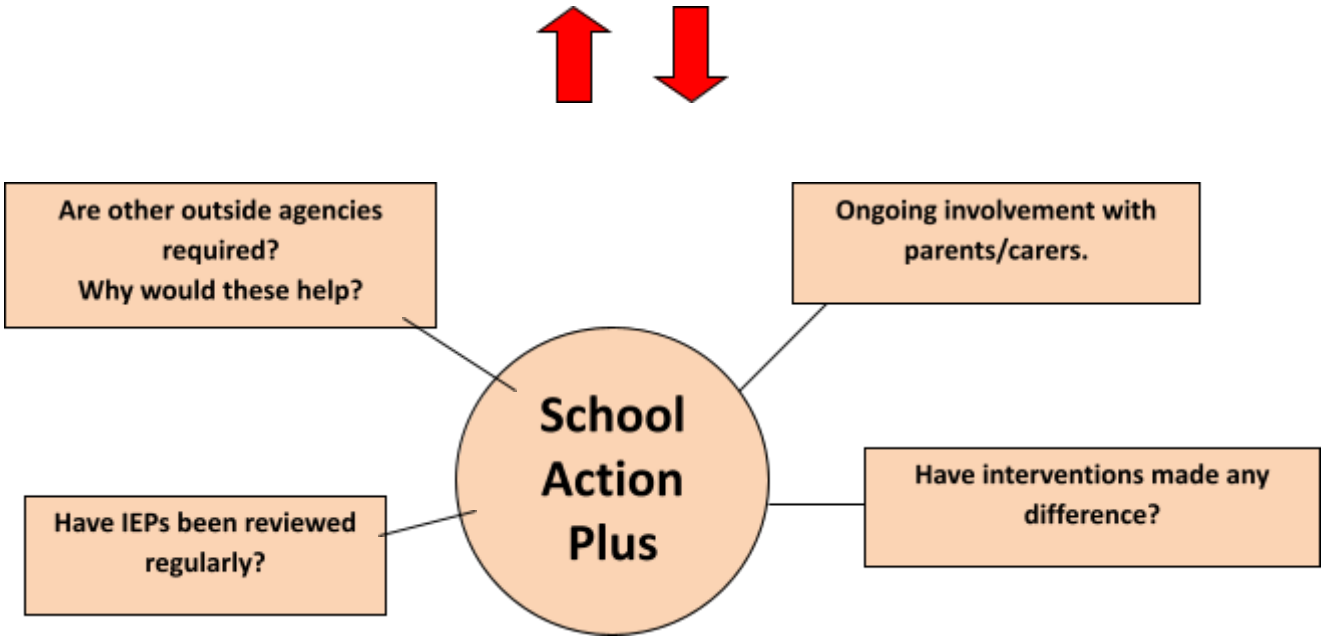
School Checklist for Identifying Special Educational Needs in Pupils for whom English is an Additional Language

Teachers at Unique Academy are advised to follow the procedures below if they have cause for concern regarding the progress of a pupil with English as an Additional language.



This basic information gathering should inform alternative strategies to help improve the Childs' progress.

If teachers remain concerned despite evidence of appropriate interventions and strategies, requests should be made to involve outside agencies in addition to the EAL Lead (e.g. Behaviour Support, local SENDCo, Educational Psychologists, and Inclusion Welfare Officers).



For some pupils, the process of planning, altering strategies and the advice of outside agencies do not lead to further progress.

Have you continued to monitor, review and alter strategies?

If 'yes' to all these:

Request for either support at School Action Plus or Statutory assessment depending on the recommendations of the Educational Psychologists and other professionals.

Appendix 3

Teaching Strategies to support EAL pupils

Please tick the appropriate boxes below to indicate the strategies you have since the last review to help him/her achieve their targets.

Strategies used with pupil	Worked	Didn't work	Haven't used
Use of diagrams/pictures/visual aids			
Clear lesson objectives given/written on board			
Oral instruction repeated/further explanation			
Appropriate seating – able peer/study buddy			
Peer Support			
Additional Teacher support			
Activities amended to individual learning style			
Extra time for tests			
Differentiated activities/worksheets			
Use of writing frames			
Use of sentence starters			
Change in lesson pace			
Use of Jolly Phonics reading scheme			
Involvement of outside agencies. (Please state)			

Appendix 4

EAL SUPPORT PLAN

Name:		**Class:**	

Area of Language Acquisition:	

Intended Outcome/s of the Support Plan:	
Monitored by:	

Strengths & Difficulties:
•

Support Strategies:
✔

School Interventions:	
External Agencies:	

Last reviewed:		**by:**	