

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY



**Resilience
Multi Academy
Trust**

Summary	English as an Additional Language Policy
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Applies to: (please circle/delete as appropriate)	Colleagues Student ☒ Community ☒ ☒
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Document Control

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19.10.2021	1	Policy created	
01.07.2024	2	Policy amended	Nomenclature changed from the Trust to RMAT
May 2025	3	Policy amended	Rebranding
June 2026	4	Policy amended	• 9 – removing the statement that EAL is the responsibility of the SEND department. • 19 – making a clear distinction between SEND and EAL • References to colleagues changed to colleagues • EIA updated

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Introduction

1. This document sets out Resilience Multi Academy Trust's ("RMAT's") policy for students where English is as an additional language. ("EAL").
2. At the heart of our work in RMAT, is a concentration on delivering high academic standards that help young people become self-confident, develop a mastery of their chosen subjects, and discover and achieve their aspirations.
3. We provide a broad, balanced, and relevant curriculum for all children, including those with EAL. The term EAL is used when referring to students whose first language is not English. This policy sets out RMAT's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of students with EAL, helping them to fulfil their potential.
4. All students need to feel safe, accepted and valued in order to learn. For students who are learning English as an additional language, this includes recognising and valuing their first language and background. At RMAT we know that bilingualism is a strength and that EAL students make a valuable contribution to the growth of RMAT and their Academies.

Scope and Purpose of this policy and who it applies to

5. RMAT aims to provide the highest quality teaching and learning for all students.
6. This policy applies in all RMAT Academies.

Roles and responsibilities

7. Provision for children with EAL is the responsibility of the Trustees, LRB Members, Academy Principals, and all colleagues within RMAT and its Academies.
8. It is a Classroom Teacher's responsibility to provide appropriate support for children with EAL in their classes and to be aware that these needs may be present in different learning situations.
9. All colleagues are responsible for the identification, assessment, and provision of targeted support for children with EAL, and takes place in partnership with parents/carers, support services and other professionals/specialists (as appropriate).

Aims and objectives of this Policy

10. The aims and objectives of this policy and RMAT's EAL provision is to:
 - Ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010.
 - Welcome and value the cultural, linguistic, and educational skills and experiences that students with EAL bring to RMAT and its Academies
 - Help students with EAL to become confident and fluent English speakers, listeners, readers, and writers in order to be able to fulfil their academic potential.
 - Encourage and enable parental / carer support in improving students' attainment.
 - Assess the skills and needs of students with EAL and to give appropriate provision throughout the Trust and individual establishments.

- Monitor students' progress systematically and use attainment and progress data in decisions about classroom management and curriculum planning, so as to raise student achievement.
- Equip colleagues with the knowledge, skills, and resources to be able to effectively assess, teach, support, and monitor students with EAL.
- Maintain and enhance students' self-esteem and confidence by acknowledging and giving status to their skills in their first languages.

Key principles of additional language acquisition

11. EAL students are entitled to the full National Curriculum programmes of study, and their Teachers have a responsibility for teaching English as well as other subject content.
12. 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.
13. Language is central to our identity. Therefore, the first languages of all students and colleagues should be recognised and valued. Students should be encouraged to maintain their first language and use it in the school environment wherever possible and appropriate.
14. Although many students 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 higher and more complex and can require continuing support.
15. Language develops best when used in purposeful contexts across the curriculum.
16. The language demands of learning tasks need to be identified and included in planning.
17. Teaching and support colleagues play a crucial role in modelling uses of language.
18. Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
19. A clear distinction should be made between EAL and SEND.

Teaching and learning

20. Classroom activities have clear learning objectives and use appropriate materials and support to enable students to participate in lessons.
21. Key language features of each curriculum area are identified, e.g. key vocabulary, structures, and text types.
22. Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Students have access to effective colleagues and peer models of spoken language.
23. Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, and use of gesture.
24. Additional verbal support is provided, e.g. repetition, modelling, and peer support.

25. Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
26. Where possible, learning progression moves from the concrete to the abstract.
27. Discussion is provided before, during and after reading and writing activities. Scaffolding is provided for language and learning, e.g. talk frames and writing frames.

Planning, monitoring, and evaluation

28. Targets for EAL students should be appropriate, challenging and reviewed on a regular basis.
29. Planning for EAL students incorporates both curriculum and EAL specific objectives.
30. Colleagues regularly observe, assess and record information about students' developing use of language.
31. When planning the curriculum, colleagues take account of the linguistic, cultural, and religious backgrounds of families.

Assessment and record-keeping

32. Where it is felt that factors other than EAL are impacting on students' progress, further assessment and investigation will be undertaken in order to best support their progress. Progress in the acquisition of English is regularly assessed and monitored through observation, tracking and scrutiny of student's work. Consideration and sensitivity are given to the appropriateness of testing EAL students at the earlier stages of English acquisition.

Resources

33. EAL students have access to appropriate materials such as dual language textbooks, dictionaries, and key word lists. We recognise the value of visual support (e.g. websites, DVDs, maps, visual timetables, ICT, and story props) and build this into our planning. Whilst students are principally supported through high quality first teaching, one-to-one and small group interventions may also be planned and delivered to ensure the best outcomes for all of our students.

SEND

34. Where SEND is identified, EAL students have equal access to RMA and individual establishments' SEND provision.

Parental communication and involvement

35. Colleagues strive to encourage parental and community involvement by:
 - Providing a welcoming induction process for newly arrived students 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 students and establishing contact with wider community where possible.
- Celebrating and acknowledging the achievements of EAL learners in the wider community.
- Recognising and encouraging the use of their first language.
- Helping parents/carers understand how they can support their children at home, especially by continuing the development of their first language.

Monitoring

60. Academy Principals will monitor the implementation and effectiveness of the policy by monitoring implementation in their Academy
61. The Chief Operating Officer will monitor the relevant legislation, guidelines, and information forthcoming from the relevant statutory bodies for any recommendation or changes. Where a gap, potential inequality or shortfall in performance is identified within the policy, the Chief Operating Officer will advise the Board of Trustees of any changes that are needed, and a proposal will be submitted to the Trust Board within an appropriate timescale. There will be a full review of the policy by the Chief Operating Officer prior to the stated review date where recommendations will be made for consideration by the RMA Board.

Diversity

62. RMA is committed to a policy of celebrating diversity, promoting equality of opportunity, providing an inclusive workplace, and eliminating any unfair treatment or unlawful discrimination. This overriding objective applies to all policies and procedures relating to colleagues and students. The Trust will always comply with the requirements of the Equality Act 2010 and associated guidance produced by the Department for Education.

Appendix 1 - Linked policies

Anti-bullying Policy

Behaviour Policy

Equality Policy

Safeguarding and Child Protection Policy

Special Educational Needs and Disabilities Policy

Appendix 2 - Equality Impact Assessment

Policy: English as an additional language (EAL)

Date of assessment: July 2026

Assessed by: COO

Purpose of the Policy:

To ensure students with English as an Additional Language receive equitable access to education, appropriate support to acquire English, and opportunities to achieve their full academic potential. The policy promotes inclusion, values linguistic and cultural diversity, and provides a framework for assessment, teaching, parental engagement and monitoring. Based on the EAL Policy's commitment to equality, inclusion and recognition of bilingualism.

Groups affected:

- Students with EAL
- Parents and carers of EAL students
- Teaching and support colleagues.
- Academy leaders and Principals

Protected characteristics considered:

- | | |
|----------------------------------|----------------------|
| • Age | • Race |
| • Disability | • Religion or belief |
| • Gender reassignment | • Sex |
| • Marriage and civil partnership | • Sexual orientation |
| • Pregnancy and maternity | |

In particular, race, ethnicity, nationality, language, culture and religion are central considerations due to the nature of the policy.

Potential impacts:

Positive impacts:

- Promotes equality of access to the curriculum for students whose first language is not English.
- Recognises and values linguistic, cultural and educational diversity.
- Supports students in developing English proficiency while encouraging maintenance of their first language.
- Encourages parental engagement through the use of interpreters, translators and accessible communication.
- Provides targeted assessment, monitoring and intervention to improve educational outcomes.
- Reduces barriers to participation through visual, verbal and collaborative teaching approaches.
- Reinforces that EAL and SEND are distinct needs, helping prevent inappropriate identification of special educational needs.
- Supports compliance with the Equality Act 2010 and promotes inclusion across RMAF academies.

Negative or unequal impacts:

- Risk that EAL students are incorrectly identified as having SEND due to language acquisition needs.
- Risk that differences in implementation between academies lead to inconsistent support and outcomes.

- Risk that parents with limited English proficiency are unable to engage fully with school communications.
- Risk that assessment processes do not accurately reflect student ability during the early stages of English acquisition.
- Risk that cultural, linguistic or religious needs are not fully recognised within curriculum planning or school activities.
- Risk of lower attainment if colleagues lack confidence or training in supporting EAL learners effectively.

Mitigation Actions:

- Provide regular colleague training on effective EAL strategies and the distinction between EAL and SEND.
- Use consistent assessment and monitoring processes across all academies.
- Ensure access to translation and interpretation services where appropriate.
- Consider students' stage of English acquisition when assessing attainment and progress.
- Monitor attainment, progress, attendance and participation data for EAL cohorts to identify concerns promptly.
- Include linguistic, cultural and religious backgrounds within curriculum and pastoral planning.
- Share good practice across academies to promote consistent delivery of support.
- Seek feedback from EAL students and families to improve provision and communication.
- Review intervention programmes to ensure they remain effective and equitable.

Monitoring and Review:

- Academy Principals will monitor implementation and effectiveness within their academies.
- The COO will monitor legislative developments, guidance and emerging best practice.
- Data relating to EAL student achievement, attendance, participation and engagement will be reviewed periodically to identify trends or disparities.
- Feedback from students, families and colleagues will inform future improvements.
- The policy and its equality impact will be reviewed annually and updated where necessary.