

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY



**Resilience
Multi Academy
Trust**

Summary	English as an Additional Language Policy
Responsible Person/Author:	Adam Marham - Head of Governance and Compliance
Applies to: (please circle/delete as appropriate)	Staff <input checked="" type="checkbox"/> Student <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/>
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Owner	RMAT
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Document Control

Date	Version	Action	Amendments
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

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Introduction

1. This document sets out RMA's policy for students where English is as an additional language. ("EAL").
2. At the heart of our work in RMA 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 RMA'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 RMA we know that bilingualism is a strength and that EAL students make a valuable contribution to the growth of RMA and their Academies.

Scope and Purpose of this policy and who it applies to

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

Roles and responsibilities

7. Provision for children with EAL is the responsibility of the Trustees, LRB Members, Academy Principals, and all staff within RMA 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 staff are responsible for the identification, assessment, and provision of targeted support for children with EAL. This is facilitated by the Academy's Special Educational Needs and Disability ("SEND") teams 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 RMA'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 RMA 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 staff 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 staff 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 staff 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. Whilst managed in the same team 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 staff 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. Staff regularly observe, assess and record information about students' developing use of language.
31. When planning the curriculum, staff 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 a SEND is identified, EAL students have equal access to RMA and individual establishments SEND provision.

Parental communication and involvement

35. Staff 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 Head of Governance and Compliance 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 Head of Governance and Compliance 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 Head of Governance and Compliance 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 staff 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

Equality, Diversity, Cohesion, and Integration Screening.

As a public authority, the Resilience Multi Academy Trust needs to ensure that all our strategies, policies, service, and functions, both current and proposed have had proper consideration of equality, diversity, cohesion, and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services, and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion, and integration.
- whether or not equality, diversity, cohesion, and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

Organisation: Resilience Multi- Academy Trust	Department responsible for the Policy: Head of Governance and Compliance
Lead Person: Adam Marham	Contact Number:

1. Title: English as an Additional Language Policy

2. Please provide a brief description of what you are screening

The Policy

3. Relevance to equality, diversity, cohesion, and integration

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?		x
Have there been or likely to be any public concerns about the Policy or proposal?		x
Could the proposal affect how services are organised, provided, located and by whom?	x	
Could the proposal affect our workforce or employment practices?		x
Does the proposal involve or will it have an impact on: - <ul style="list-style-type: none">• Eliminating unlawful discrimination, victimisation, and harassment• Advancing equality of opportunity• Fostering good relations	x x	X

4. Considering the impact on equality, diversity, cohesion, and integration

- **Scope of the proposal:** Students
- **Who is likely to be affected?** Students
- **Consultation and engagement activities with those likely to be affected.** Ongoing feedback from students and their parents. The Policy is available through the Trust and Academies websites and a written copy can be provided on request.

• **Key findings**

We have considered the potential positive and negative impact on different equality characteristics in relation to the Policy and do not believe that any groups will be adversely affected. The Trust is vigilant in adhering to the appropriate legislation in relation to protected characteristics and to

preventing discrimination. Managers are supported and trained in relation to these areas. The Policy has considered religious, racial and gender-specific clothing requirements and those of staff with disabilities in line with the Equality Act.

We have considered the perception that the proposal could benefit one group at the expense of another and we do not believe that the Policy could be perceived to be discriminatory with regards to its wording or format.

- **Actions**

The Trust will continue to promote positive impact and remove/reduce negative impact through the application of this Policy within the organisation.

5. Governance, ownership, and approval

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date
Adam Marham	Head of Governance and Compliance	24.06.24

6. Publishing

This screening document will act as evidence that due regard to equality and diversity has been given.

Date screening completed	24.06.24
Date agreed at Trust Board	01.07.24