English as an Additional Language Policy			
Date	Review Date	Owner	Nominated Governor
April 2026	April 2028	Debbie Edwards	Gavin Cowley

1 Aims

This policy aims to:

- Ensure that Future Education provides appropriate support for students who have English as an Additional Language, (EAL). This is in line with the requirements of the Race Relations Act 1976 and Equality Act 2010.
- Welcome and value culture, linguistic and educational skills and experiences that students with EAL bring to the school.
- Help students with EAL become confident and fluent English speakers, listeners, readers and writers in order to be able to fulfil their academic and independence potential.
- Encourage and enable parent/carer support in improving children's attainment.
- Assess the skills and needs of students with EAL and give appropriate provision.
- 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 'mother' languages.

2 Local and School context

Future Education students generally originate from Norfolk and Suffolk where there are less than 10% of students who are learning English as an additional language. However, we do receive referrals from multicultural localities within Norfolk and Suffolk where the numbers of EAL learners are high.

We acknowledge the close links between language and cultural identity and will take appropriate steps to ensure continuing access to the home culture and language of each student.

All of the children and young people who come to Future Education have an Education Health and Care Plan (EHCP). Many have communication difficulties arising from disorders such as ADHD or Speech and Language Difficulties and all have a primary or secondary SEN need of Social, Emotional Mental Health (SEMH) difficulties. Some may come from homes where English is not the family language, and it important that these students are not disadvantaged in their learning through a failure to address their language needs. Communication difficulties and learning difficulties can mask a student's language needs, and language difficulties can mask a student's true learning potential. It is essential that our initial assessment procedures at Future Education distinguish effectively between these barriers to learning and that appropriate support is provided.

On entry to Future Education, information would be gathered about a students' linguistic background and competence in language/s – including language of origin 'mother' language and English – through an initial meeting with parents / carers (where possible) as well as student enrolment paperwork.

For those students who are identified as having EAL, appropriate support and resources will be provided, to maximise their opportunities to acquire and develop their ability to communicate using the English language.

3 Support and Resources

EAL learners are entitled to a broad and balanced curriculum of study and 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.

Each student identified as having EAL will be provided with an appropriate bi-lingual dictionary and other learning resources including pictorial, aural and electronic media format according to their individual needs.

A member of staff will be identified as the person providing lead EAL support. Where possible this staff member will have appropriate language skills and/or cultural experience.

Where necessary, appropriate language support and resources will be sourced externally.

Language is central to our identity. Therefore, the 'mother' languages of all students and staff should be recognised and valued. Students should be encouraged to maintain their 'mother' language and use it in the school environment wherever possible and appropriate.

Opportunities to facilitate the student's learning through the use of their preferred language will be maximised.

All staff will be made aware of the student's EAL needs and given guidance on how to be supportive as part of the young person's school.

4 Teaching and learning

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

Key vocabulary of each curriculum area is identified

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.

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

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

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

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

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.

5 Planning, monitoring and evaluation

Targets for EAL learners are appropriate, challenging and reviewed on a regular basis.

Planning for EAL learners incorporates both curriculum and EAL specific objectives.

Staff regularly observe, assess and record information about students' developing use of language and this is included within student support plans.

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

6 Assessment and record-keeping

Progress in the acquisition of English is regularly assessed and monitored through observation, tracking and scrutiny of student's work. Consideration and sensitivity is given to the appropriateness of testing EAL learners at the earlier stages of English acquisition.

7 Resources

EAL learners have access to appropriate materials such as dual language text books, 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 our students are principally supported through teaching, one-to-one and small group interventions may also be planned and delivered to ensure the best outcomes for all of our students.

8 Special Educational Needs and Gifted and Talented Students

EAL learners have equal access to the school's SEND provision.

9 Parental/Community Involvement

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 'mother' language.
- Helping parents/carers understand how they can support their children at home, especially by continuing the development of their 'mother' language.

10 Cultural Identity

The cultural identity and language of each student will be valued and celebrated.

All students will be supported in having continuing access to their home culture and language.

The content and delivery of the curriculum will reflect and promote the cultural and linguistic diversity of the school community and of Britain as a diverse society.

11 Roles and responsibilities

Provision for children with EAL is the responsibility of the Governing Body, Head Teacher and all staff within Future Education. It is everyone's responsibility to provide appropriate support for children with EAL in his/her class and to be aware that these needs may be present in different learning situations. All staff are responsible for the identification, assessment and provision of targeted support for children with EAL. This is facilitated by the Headteacher and SENCO and takes place in partnership with parents/carers, support services and other professionals/specialists (as appropriate).