The Park Federation Academy Trust
James Elliman Academy

English as an Additional Language Policy
2026 - 2027

Approval

Approved by CEO and Federation Principal on behalf of the Board of Directors	Mrs Helen Abell
Date of approval	September 2024
Date of review	September 2026
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Version History

Version	Date	Status and Purpose	Changes overview
1	01/09/2022	Final	Policy created
2	22/08/2023	Update	Changes to support strategies. Changes to contacts.
3	23/07/2024	Review	No changes
4	07/08/2025	Review	Change to EAL coordinator
5	19/08/2026	Review	Added clarity around roles and responsibilities and added to examples of support.

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Section 1: Introduction and Aims

This policy is a statement of James Elliman Academy's aims and strategies to ensure that EAL pupils who speak English as an additional language (EAL) fulfil their potential.

At James Elliman Academy we are committed to ensuring that we meet the full range of needs of those children, who require English Language Support (ELS) and those who are learning English as an additional language (EAL). We will provide opportunities for them to achieve their potential by enabling them to access all aspects of the curriculum.

EAL/ELS operates under the umbrella of Inclusion and works in conjunction with Special Educational Needs and Disabilities, and Pupil Premium.

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. At James Elliman Academy, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

This policy aims to raise awareness of the JEA'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 EAL and so to raise pupil achievement.

Section 2: Objectives

- To develop a culture of high expectations and achievement among pupils, parents/carers and staff within the school.
- To develop an inclusive curriculum within the school which celebrates and values the diversity of its pupils, their languages and cultural heritage.
- To develop initiatives which involve parents/carers in supporting and promoting their children's achievements.
- To identify, assess and support the needs of pupils throughout the stages of their acquisition of the English language.

Section 3: Roles and responsibilities

- The Vice Principal with oversight of EAL is **Rebecca Pinkney.** The Vice Principal will be responsible for updating the EAL policy annually.
- It is the class teacher's responsibility to ensure that all pupils with EAL in their class have access to education in line with their abilities and that they are making good or better progress from their starting points. It is recognised that pupils will make progress through the use of quality first teaching in the classroom. Their work should be appropriately modelled, differentiated, scaffolded and supported with visual and concrete resources. These interventions should be monitored and adapted accordingly in order for the child to make progress. The class teacher should direct teaching assistants, if appropriate, when resources or additional intervention is required.

- Class TAs support the teacher in preparing resources and scaffolding to help them access the learning, by helping to settle newcomers and completing assessments to ascertain their level of language acquisition.

Section 4: Assessment

SLT will monitor and review targets using termly data and will hold teachers to account for their progress during termly pupil progress meetings. Children requiring focus will be identified through data and the appropriate interventions will be put in place to ensure progress is made. Interventions could be taken by teachers and/or teaching assistants.

Class teachers will assess EAL pupils with the academies assessment grids so that they have a sense of where EAL pupils are at and what they need to do next to make progress. We utilise proficiency grids to accurately assess the language abilities of our EAL students. These grids help us identify the specific language development stage of each student, allowing us to tailor our teaching strategies to meet their individual needs.

Assessment will be from a range of assessment methods such as informal assessment such as marking and feedback, verbal feedback and modelling, questioning to assess learning during lessons as well as the more formal assessments such as termly assessment tests and SATs. Class teachers will utilise gap analysis methods to identify gaps in teaching and learning and provide additional support to ensure that good progress is made. EAL pupils are expected to make progress in line with all other pupils and pupils new to English will make accelerated progress by the end of KS2.

Section 4: Teaching Strategies

Classroom activities should have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons. Key language features of each curriculum area (e.g. key vocabulary, uses of language) should be identified. Enhanced opportunities must be provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils need to have access to effective staff and peer models of spoken language.

Additional visual support should be provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture and video clips. Additional verbal support can also be provided e.g. repetition, modelling, peer support. Lessons should build in the use of collaborative activities that involve purposeful talk and encourage and support active participation.
Discussion should be provided before, during and after reading and writing activities. Scaffolding may be provided for language and learning, e.g. talk frames, writing frames etc.

Suitable resources should be provided such as dual language text books, interactive technology, dictionaries and key word lists.

Section 5: Special Educational Needs and More Able Pupils

Most EAL pupils receiving additional support do not have SEN.
Where progress falls below the expected range, an EAL/SEN assessment will be carried out. Should Special Educational Needs/Disability (SEND) be identified, the class teacher must inform the SENDCo **(Harjinder Mann)** and the pupil will have equal access to the school's SEND provision. We will employ a range of strategies to establish whether EAL pupils are more able irrespective of their stage of English acquisition.

Section 6: Parental Involvement

Our staff will strive to 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 pupil's first language.
- helping parents understand how they can support their children at home, especially by continuing the development of their first language.
- providing log in details and guidance on how to access the Google Classroom, or any other digital learning resources used to enhance pupil's learning experience.