



English as an Additional Language Policy 2023 - 2025

Sir Geoffrey Leigh Academy is committed to making appropriate provision for teaching and resources for students for whom English is an additional language. The academy will recognise individual students' needs, recognise the skills they bring to the academy and ensure equality of access to the curriculum.

We aim to ensure that all EAL students are able to:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages.

1. The context of the academy

54 languages other than English are spoken by students at Sir Geoffrey Leigh Academy

19% of students are EAL learners

2. Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meaning embodied in each curriculum area. Meaning and understanding cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- All students have an entitlement to the National Curriculum, which the academy delivers through the MYP framework.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity; teachers need to be aware of the importance of students' home languages and to build on their existing knowledge and skills.

3. Teaching and Learning

- Classroom activities will have clear language development and learning objectives and appropriate support and resources employed to ensure that students are able to participate in lessons. Grouping and setting arrangements will be reviewed to ensure that EAL learners have access to strong English language peer models.
- Where possible and appropriate the academy will provide opportunities for EAL students to take a GCSE examination in their home/first language. Where students would benefit from tuition to achieve this the academy will seek to make links with other local secondary schools and/or community/supplementary schools for this provision.
- Teachers will use the information on the EAL Student Support Plan to plan and adapt tasks to ensure students can access the curriculum.

4. Identification

- Information will be gathered about students' linguistic background and previous educational and schooling experience.
- EAL students will be identified through the information provided on entry by parents and primary schools. Students may also be identified by feedback from subject staff, subject coordinators and classroom support staff. Details will be recorded in Bromcom.
- Students' EAL needs will be identified with reference to the EAL Codes.
- Data on EAL proficiency will be submitted to the DFE as part of the academy census.
- Students identified as having English as an Additional Language will be monitored by the EAL coordinator in addition to the monitoring via the whole academy system to ensure student progress.
- Where student achievement appears to be affected by difficulties related to EAL, additional in-class or targeted/small group support will be put in place by the EAL coordinator.
- The EAL coordinator will set appropriate targets with an individual EAL Student Support Plan for students targeted for support and these are reviewed on a regular basis.
- Information related to students' EAL will be recorded on Bromcom and passed on to subject teachers by the EAL coordinator.

5. Special Educational Needs

The academy recognises that most EAL students needing support with their English language development do not have SEN needs. However, should SEN needs be identified during assessment; EAL students will have equal access to SEN provision.. EAL and SEN staff will work together to ensure a coordinated approach.

6. Assessment

Staff will have regular liaison to discuss student progress, needs and targets. The academy will ensure that all EAL students have regular formative EAL assessments making full use of special arrangements including first language assessment/ support where appropriate. The academy will regularly evaluate the effectiveness of additional support provided in terms of student progress.

7. Resources

A range of resources will be used to support students' linguistic development including computer software, bilingual dictionaries (where students are literate in first language), thesaurus, key word lists, key visuals/graphic organisers to support organisation of language and thinking across the curriculum

8. Parents/Carers and the Wider Community

We aim to provide a welcoming admission process for the induction, assessment and support for all new students and their families.

9. Staff Development

There is an EAL coordinator who monitors and co-ordinates the provision for EAL students across the academy. The academy will ensure that all staff know about teaching and learning EAL in the curriculum and that those staff carrying out specialist EAL roles receive subject specific professional development to ensure that provision for EAL students is appropriately delivered and co-ordinated.

10. Review of the Policy

This policy will be reviewed annually by the Deputy Principal in charge of EAL in conjunction with the EAL Coordinator.

Policy updated December 2023 - Next update April 2025