



**The Park Federation Academy Trust
Cranford Park Academy**

**English as an Additional Language
Policy**

Version History

Version	Date	Status and Purpose	Changes overview
1	26 Sept 2014	Draft for comment	
2	7/12/21	Approved	
3	24/09/2024		

Approval

Signed by Chair	Sarah Evans
Date of approval	Dec 2021
Date of review	24 th September 2024

Notes on Document Control

This document is the property of The Park Federation Academy Trust and its contents are confidential. It must not be reproduced, loaned or passed to a 3rd party without the permission of the authoriser.

It is controlled within the Park Federation Academy Trust Admin Server where the electronic master is held and can be accessed on a read only basis, subject to security permissions.

Users of the document are responsible for ensuring that they are working with the current version.

Paper or electronic copies may be taken for remote working etc. However, all paper copies or electronic copies not held within the Admin Server are uncontrolled. Hence the footer 'DOCUMENT UNCONTROLLED WHEN PRINTED' which must not be changed.

Once issued, as a minimum this document shall be reviewed on an annual basis by the originating team/function. Any amendments shall be identified by a vertical line adjacent to the right hand margin.

To enable continuous improvement, all readers encouraged to notify the author of errors, omissions and any other form of feedback.

Contents

		Page
1.0	Introduction and Aims	4
2.0	Objectives	4
3.0	Roles and Responsibilities	5
4.0	Assessment ,Target Setting and Reviews.	5
5.0	Teaching Strategies	6
6.0	SEN and More Able Pupils	6
7.0	Community and Parental Involvement	

Section 1: Introduction and Aims

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

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. We understand EAL to be a continuum, from children who cannot speak any English to those who only understand or speak their home language in specific situations or to specific people. Although many pupils acquire the ability to communicate in basic English quite quickly, the level of language needed for academic study can take up to seven years. We aim to create a culture within school where all children feel they belong and expectations are equally high for all pupils. It is important that children feel successful during the early stages.

This policy aims to describe the school's approach to supporting the acquisition of English through 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 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 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.
- To provide specific support for EAL and New to English pupils to ensure that they have access to all aspects of the National Curriculum.
- To ensure staff have the skills to enable children to succeed.

Section 3 : Roles and Responsibilities

The inclusion Manager will:

- Aid teachers in identifying the pupil's current EAL stage to contribute to the information in the Inclusion register.
- Ensure that staff understand the ways that having English as an additional language impacts on learning and likely areas of difficulty.
- Ensure new teachers have an understanding of the ways EAL can impact on learning and attainment.
- Develop consistent ways of working throughout the school.

- Ensure parents who do not speak English have access to the same information as parents who do through using the languages spoken in school by staff members.
- Monitor the strategies used to help children acquire language through observation with the aim of suggesting helpful strategies.
- Support teachers with the induction of new pupils at the early stages of English. □
Ensure the school environment reflects and embraces all cultural groups.

Specialist EAL teachers will:

The support provided to achieve these aims will depend on the children's needs.

- Work with children in small groups to ascertain the next steps in language learning.
- Identify any barriers to learning linked to reading and writing and work to remove those barriers, eg children who have moved schools a lot and have missed key learning.
- Observe teachers in class and suggest strategies and resources.
- Organise and run English Language lessons for parents where we have access to trained specialists.

Teachers will:

- Ensure the classroom is a language learning environment: actively seeking to increase vocabulary, listening to how children are using language and modelling improvements and providing opportunities to practise more demanding language structures throughout the curriculum.
- Manage the induction of new pupils at the early stages of English acquisition into the class and school, ensuring children are included in class activities and social activities.
- Create an environment where other languages are valued and children are confident to use them when needed, eg to speak to new pupil or contribute to a display.
- Strive to find resources which reflect the backgrounds of the children in school.
- Use the Flash Academy tool to assess the competency level of the child with EAL.
- Use the assessment outcome from Flash Academy to set appropriate activities to support children in their language development.
- Monitor the progression of the child's language development using Flash academy, providing support intervention when necessary.

□ **Section 4: Assessment, Target Setting and Reviews**

When children start at CPA, Information is gathered about:

- pupils' linguistic background and competence in other language/s
- pupils' previous educational experience
- pupils' family and biographical background

When a child arrives in class, teachers begin to assess their current level of competence in curriculum areas and in language acquisition. Children at EAL Grades A and B will receive additional support. If a child is at either stage, the Inclusion Manager (Cathy Howells) and EAL lead (Jade O'Brien) will assess their ability in reading, writing and speaking and listening and targets will be set, shared with the class teacher and reviewed termly, sometimes in the context of additional support.

Section 5: Teaching Strategies

- Classroom activities should have clear learning objectives and success criteria clearly demonstrated.
- Where possible additional visual support should be provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture and vocabulary support to enable pupils to participate in lessons.
- Opportunities to practise new language structures are provided. Additional verbal support can also be provided e.g. repetition, modelling, peer support.
- Enhanced opportunities for speaking and listening (including both process and presentational talk) are provided, and use made of drama techniques and role play. Lessons should build in the use of collaborative activities that involve purposeful talk and encourage and support active participation.
- Pupils have access to effective staff and peer models of spoken language.
- Scaffolding may be provided for language and learning, e.g. talk frames, writing frames.
- Individual errors are noted and tackled directly.
- Suitable resources should be provided such as dual language books, dictionaries and key word lists.
- Children should be encouraged to maintain an interest in their first language.
- Supporting children in moving towards being more specific about what they are communicating.
- Where appropriate, use the Flash Academy tool to support language development.

Section 6: Special Educational Needs and More Able Pupils

Most EAL pupils needing additional support do not have SEN and the support they receive is designed to help them use language in a more precise way, and with greater complexity and confidence. Each child is a unique individual, however, with unique life experiences and educational history. Frequent changes of school and differences between provision in different countries can result in an educational gap. Equally, a child may also have a special educational need impacting on their ability to access the curriculum and perhaps to learn English. Should a special need be identified, EAL pupils have equal access to Cranford Park Academy's SEN provision and thought is given to understanding which factors are inhibiting progress and how. At all times, the type of provision provided will be based on the unique individual.

If EAL pupils are identified as more able, they have equal access to provision in this area and support will be given to help them acquire the language they need to reach their potential.

Section 7: Parental/Community 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/ interpreters, where appropriate to ensure good spoken and written communications with parents.
- identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- celebrating and acknowledging the achievements of pupils with EAL 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, with the use of the Flash Academy tool.
- Encouraging parents to continue the development of their first language.
- being careful not to make assumptions about a child's pre-school experience, based on our own cultural understandings, for example 'all children have access to music.'
- explain how certain activities at home, might benefit a child.
- being ready to challenge views or behaviour which might be detrimental to the health or well-being of a child, or which contravenes our single equalities policy.
- Organising events for parents and children to celebrate their own cultural heritage.
- Invite and liaise with our parents and local community to enrich our curriculum and ensure all children feel reflected within it.

This policy will be reviewed annually.