UTC South Durham 'English as an Additional Language' (EAL) Policy

Date of adoption	June 21
Approved by	Governing Body
Signed: (Principal)	**Date:** June 2021
Signed: (Chair of Governors)	**Date:** **June 2021**

Review History	JH – Mar 21 SBr – May 21
Date to be reviewed by	June 25
Responsibility	Director of Inclusion

1.   Introduction

The Governing Body of University Technical College South Durham (UTC South Durham) is committed to 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 home language and background. As a UTC, we are aware that bilingualism is a strength and that EAL students have a valuable contribution to make. We take a whole approach, including ethos, curriculum, education against racism and promoting language awareness.

2.   Guiding principles

The purpose of this policy is to enable South Durham UTC to:

- Enable all students will have equal opportunities to be involved in their own learning, progress and performance
- Emphasise achievement and progress
- Improve the quality of teaching and learning
- Raise expectations and standards
- Realise our vision and aims

This policy also responds to DFE guidance and statutory obligations as seen in the following:

- A Language in Common: Assessing English as an Additional Language 2000
- Supporting Children Learning EAL, 2011
- https://www.bell-foundation.org.uk/eal-programme/guidance/education-policy-learners-who-use-eal-in-england/
- Findings from the 2018 review of English proficiency of pupils with English as an additional language, https://www.gov.uk/government/publications/english-proficiency-pupils-with-english-as-additional-language

3.   Aims

- This policy aims to raise awareness of UTC South Durham obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of students who have English as an additional language and to raise pupil achievement
- Many EAL students are isolated learners and may be the only speaker of their language in their class or within UTC
- Many students have attended school and are literate in their home Language on arrival whereas some may have had no previous formal education
- A few of our students may have experienced trauma and this will have an impact on their learning

Information is gathered about:

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

The Director of Inclusion   has responsibility for EAL.

4.   Key Principles of additional language acquisition

- EAL students are entitled to the full National Curriculum programmes of study and all 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, they must be made explicit
- Language is central to our identity. Therefore, the home languages of all students and employees should be recognised and valued. Students should be encouraged to maintain their home language and use in the environment of UTC wherever possible
- 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 deeper and more detailed, and can require continuing support for up to ten years
- Language develops best when used in purposeful contexts across the curriculum
- The language demands of learning tasks need to be identified and included in planning
- Teaching and support staff play a crucial role in modelling the uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages
- A clear distinction should be made between EAL and Special Educational Needs

5.   Assessment

- The acquisition of language skills is assessed and monitored on a regular basis (likely through Communications lessons and reading and spelling tests). Teachers and support staff have regular liaison time to discuss pupil progress, needs and targets – this will be generated through CPD time as needed.
- Assessment methods are checked for cultural bias, by the Director of Inclusion, and action is taken to remove any that is identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL students at the earlier stages of English acquisition.
- When necessary, the support of LA EAL specialists are sought to facilitate progress in communication in the English language, or to support the specific needs associated with sitting GCE or GCSE exams in a language other than English.
- The Director of Inclusion will work with the SENCO to ensure that any access arrangements necessary are identified and are in place as normal working practice and used in internal and external assessments and examinations.

6.   Planning, Monitoring and Evaluation

- Targets for EAL students are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL students incorporates both curriculum and EAL specific objectives.

- Teachers and support staffregularly observe, assess, share and record information about students developing use of language
- When planning the curriculum, employees take account of the linguistic, cultural and religious backgrounds of families

7.   Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable students to participate in lessons
- Key language features of each curriculum area are made explicit, e.g. key vocabulary, uses of language and forms of text are identified
- Teachers and support staff model the use of language, and encourage peer modelling
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play.
- 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

8. Materials

The UTC provides appropriate materials such as e-books, dictionaries and key word lists. Videos, maps and ICT are crucial to give support.

9. Special Educational Needs and Gifted and Talented Students

- Most EAL students needing additional support do not have SEN
- Should SEN be identified, EAL students have equal access to UTC's SEN provision
- If EAL students are identified as Gifted and Talented, they have equal access to UTC's provision.

10. Parental/Community Involvement

Employees 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.
- Establishing contact with the wider community where possible.
- Celebrating and acknowledging the achievements of EAL students within the wider community.
- Recognising and encouraging the use of first language.
- Helping parents understand how they can support their children at home especially by continuing the development of their first language.

11. Monitoring and Evaluation

It is the responsibility of all teaching staff to ensure this policy is adhered to. The Board of Trustees and Principal will monitor the operation and effectiveness of UTC's EAL Procedures.

12.   Other Policies / Documents

This policy should be read in combination with other UTC South Durham policies/documents:
- Curriculum Policy
- Education Plan
- Safeguarding Policy
- Staff Handbook
- Teaching and Learning Policy