ENERGY COAST UTC

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

2025- 2028

Approved: Curriculum and Standards

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Revision History:

Revision History			
Revision	**Date**	**Owner**	**Summary of Changes**
0	August 2016	LM	Updated content
1	May 2017	BLS	Updated content
2	April 2019	CBT	Updated content
3	May 2022	KAW	Updated content
4	April 2025	KAW	Updated content
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Introduction

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 holistic approach and consider ethos, curriculum, education against racism and promoting language awareness.

Aims

This policy aims to:

- Articulate the obligations of Energy Coast UTC in relation to 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;
- Provide a commitment to raising the achievement of students with EAL;
- Commit to ensure the UTC provide EAL leadership appropriate to the need of the students.

Context

- Students with EAL may be the only speaker of their language in their class or within the UTC.
- Some students may have family members and/or siblings who do not have English as an additional language.
- Some students will have attended school in their home country and are literate in their home language on arrival, whereas others may have had no previous formal education.
- A few students may have experienced trauma and this will have an impact on their learning.

All new students receive an induction to the UTC, when baseline testing is undertaken. In addition, for students with EAL, information is gathered about the student's:

- Linguistic background and competence in other language/s;
- Previous educational experience;
- Family and biographical background

Key Principles of Additional Language Acquisition

The UTC is committed to ensuring that:

- Students with EAL are entitled to the full curriculum offer of the UTC;

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- All staff who work with students at the UTC on and off-site, have a responsibility for teaching English as well as other subject content;
- All staff who work with students at the UTC on and off-site, understand that access to learning requires attention to words and meanings and that these must be made explicit;
- Teaching and support staff play a crucial role in modelling the use of language;
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages;
- Language is used in purposeful contexts across the curriculum;
- The language demands of learning tasks are identified and included in planning;
- The home languages of all students are recognised and valued in order for students to maintain their identity. Students will be encouraged to maintain their home language and use wherever possible;
- All staff understand that although many students acquire the ability to communicate in English on a day-to-day basis 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;
- A clear distinction is made between EAL and Special Educational Needs.

Planning, Assessment, Monitoring and Evaluation
- Planning for students with EAL incorporates both curricular and EAL-specific objectives.
- When planning the curriculum, teachers take account of the linguistic, cultural and religious backgrounds of families.
- The UTC QA Cycle identifies regular points for assessing, monitoring, recording and reporting on the progress of all students.
- In addition, if there are any concerns regarding the progress and/or outcomes for students with EAL, relevant staff will meet to review student needs, identify actions and set targets, which may be curricular or language-related.
- Progress in the acquisition of English will be regularly assessed and monitored.
- Staff are aware of the potential for cultural bias in assessment methods and action will be taken to remove this.
- Consideration and sensitivity will be given to the appropriateness of testing students with EAL at the earlier stages of English acquisition.

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, e.g. key vocabulary, uses of language and forms of text are 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 models of spoken language, through UTC staff and other students.
- 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.

This inclusive approach aims to reduce barriers to learning and increase equitable access to the curriculum for all EAL pupils.

Resources

The UTC provides appropriate materials such as, dictionaries, subject-specific word walls, key word lists. Videos, maps and use of IT are crucial to give support.

Special Educational Needs and Gifted and Talented Students

- Should SEND be identified, students with EAL have equal access to the SEND provision at the UTC.
- If students with EAL are identified as Gifted and Talented, they have equal access to provision at the UTC.

Parental/Community Involvement

Staff at the UTC strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived students and their families;

- Using plain English and translators and interpreters, where appropriate, and available, to ensure effective 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 students with EAL within the wider community;
- Recognising and encouraging the use of home language;
- Helping parents/family understand how they can support their children at home, especially by continuing the development of their home language.

Monitoring and Evaluation

The Governing Body and Head of School will regularly monitor the operation and effectiveness of the UTC EAL Policy.