The Khalsa Academy Wolverhampton – ONE Multi Academies trust

English as an Additional Language Policy

This policy is applicable to Khalsa Academy Wolverhampton

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Introduction

The Khalsa Academy Wolverhampton is a Sikh Ethos non-selective school in Wolverhampton. The general intake is from the City, however, there are a number of learners who have arrived into this country from abroad and have settled in the school. The Khalsa Academy Wolverhampton seeks to provide a happy, supportive, secure, motivated and challenging environment to enable all staff and learners to succeed, both academically, socially and emotionally.

We strive to provide high standards of learning, teaching and pastoral care, to recognise each individual learners' abilities and encourage them to develop to their full potential. Everyone is valued highly and the Sikh Values are followed throughout school.

We are committed to the development of the whole person, providing a broad and balanced curriculum through the provision of the structured timetabled day, the extended curriculum, targeted intervention strategies, plus a wide variety of extra-curricular activities and educational visits. All learners need to feel safe, accepted and valued in order to learn. For learners who are learning English as an Additional Language (EAL), this includes recognising and valuing their home language and background. As an academy, we are aware that bilingualism is a strength and that EAL learners have a valuable contribution to make. We take a whole academy approach, including ethos, curriculum, and education against racism and promoting language awareness.

This policy aims to raise awareness of the academy's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of learners who have English as an Additional Language (EAL) and so to raise learner achievement.

TKAW Context

The Khalsa Academy Wolverhampton is likely to have EAL beginner learners, especially some from Punjabi and Italian backgrounds and culture. Some learners joining from abroad may have only been in the country for up to three years. These learners go through an initial silent period as they get to grips with their new environment. It is these new arrivals that are the most vulnerable in terms of learning English. New Arrival learners are well supported with many bilingual staff. The learners with other languages benefit from a well-structured approach and specialist language intervention sessions each week. We have a small number of Italian and Romanian speaking learners who require extra tuition for English which is currently provided by a specialist EAL teacher once a week, backed up by the Teaching Assistants and Assistant Principal for Inclusion.

The majority of bilingual learners in TKAW, are fluent in English when they join, have been deliberately brought up as bilingual by their parents, or in fact count English as their first language whilst being fluent or semi fluent in another family language. Whilst it is important to be alert to the fact that EAL needs may 'surface' as more competent learners progress in their education, it is also the case that many will have no language support needs during their time at the school. In such cases EAL provision is still relevant however, in terms of supporting and celebrating these learners' abilities, as outlined.

Defining EAL

An EAL learner is a learner whose first language is not English. This encompasses learners who are fully bilingual and all those at different stages of learning English. EAL learners may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country but an English-speaking school;

- Born abroad, but moved to England at some point earlier in their childhood;
- Born in the UK, but in a family where the main language is not English.

EAL learners will need varying levels of provision across the various subjects. There is often a marked difference in the learners' maths ability and their literacy in the target language.

Legal Framework

This policy has due regard to legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Education Act 2002
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2019, updated annually) 'Education Inspection Framework (EIF)'
- DfE (2023, 2024) 'Keeping Children Safe in Education (KCSIE)'
- DfE (2022) 'SEND Review: Right Support, Right Place, Right Time' (and any subsequent Code of Practice updates)
- DfE (2021) 'Inclusive Teaching and Diversity Guidance'

This policy is part of a suite of policies which should also be referred to:

- Child Protection and safeguarding
- Whistleblowing policy
- Prevent Policy
- Complaints Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Special Education Needs and Disability Policy
- TKAW Access Arrangements policy
- Accessibility Policy

Roles and responsibilities

The LAB will have overall responsibility for the implementation of this policy.

The Principal will be responsible for:
- Ensuring that those who are teaching or working with learners with EAL are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review learners' progress during the academic year.
- Appointing a member of staff to lead on the school's approach to supporting learners with EAL.
- Providing the EAL lead with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against learners with EAL.

- Ensuring that the approach to the curriculum includes how it is made accessible for learners with EAL.

The Assistant Principal for Inclusion will be responsible for:

- The induction of newly arrived learners.
- Conducting initial assessments of learners with EAL.
- Teaching small groups of learners with EAL and providing classroom support.
- Liaising with teaching staff on support for learners with EAL.
- Advising on strategies to support and include learners with EAL and on ways to differentiate work for learners with EAL.
- Encouraging and supporting learners to maintain and develop their first language.
- Facilitating learners' use of first language national examinations.
- Developing relationships between the school and parents of learners with EAL.
- Securing and providing training to ensure staff development.
- Acting as consultants to staff on language-related issues and equal opportunity and race equality issues.
- Ensuring continuity of support and maintaining contact with other professionals involved, as well as parents and learners.
- Working closely with the SENCO to develop individual transition plans tailored to the specific needs of children with additional needs.

All staff members will be responsible for:

- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.

- Ensuring the inclusion of learners with EAL in their classrooms.
- Identifying learners with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the learner.
- Planning activities that aim to ease learners' anxieties and make them feel prepared for their next stage of learning.
- Ensuring digital and AI translation/learning tools are used safely and appropriately to support EAL learners.
- Being aware of the specific needs of refugee and asylum-seeking learners, including safeguarding and trauma-informed practice.

Inclusion

- EAL learners are entitled to the full Academy Curriculum programmes of learning 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 but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all learners and staff should be recognised and valued.
- Although many learners 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 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 Needs

Initial Assessment

- All EAL learners are entitled to assessments as required.
- Additional specialist support may be required to visit the academy. They will assess and monitor learners, give support and guidance to staff and direct support to prioritised learners.
- Staff have regular coaching time to discuss learner progress, needs and targets.
- Progress in the acquisition of English is regularly assessed and monitored.
- Assessment methods are checked for cultural bias and action is taken to remove any that are identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL learners at the earlier stages of English acquisition.

Support

Where a learner with EAL is assessed as having little to no English, support will be provided:

- Targets for EAL learners are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL learners incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about learners' and learners developing use of language.

- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

Classroom Practice

Teachers have high expectations of all learners. Classroom activities will be matched to learners' needs and abilities with visual supports being utilised where possible. Teachers will consider common misconceptions and language barriers and clarify meanings accordingly.

Where possible, the following practices will be utilised to improve learners' literacy:

- Utilisation of the learner's first language expertise.
- The provision of writing frames.
- The use of props.

Language skills will be developed through:

- Collaborative activities involving spoken communication.
- Feedback opportunities and conversations.
- Good models provided by peers.

Active participation will be encouraged by:

- Grouping learners in mixed ability groups to develop language skills.
- 'Expert' readers and writers present in each group to provide assistance and model language.

Classroom displays will reflect cultural and linguistic diversity. Assessment methods will allow learners to show what they can do in all curriculum areas.

Bilingual dictionaries are available to aid learners with EAL and dual language textbooks are available and used where possible. Prior to any private tuition or one-to-one support, the learner is informed of the purpose of the session and the objectives.

Links to the Proficiency Scales:

For the purpose of planning appropriate provision and communication between staff, EAL learners' competence in English can be categorised as described below:

- Band A: New to English
- Band B: Early Acquisition
- Band C: Developing Competence
- Band D: Competent
- Band E: Fluent

This assessment is linked to the Bell Foundation EAL Assessment Criteria.

Access to the curriculum

The needs of learners with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:

- The language and learning demand of the curriculum are analysed and support is provided.
- Visual support is utilised to provide greater understanding of key concepts.
- There are opportunities for learners to use their first language in the classroom.

- The support requirements of learners with EAL are identified and the support is made available.

Special educational needs

A learner is not regarded to have SEND solely because their home language is different from the language in which they are taught at school.

A proportion of learners with EAL may have one or more types of SEND and it is imperative that this is identified at an early stage. Assessments for SEND of learners with EAL will involve EAL specialists along with SEND specialists.

Where appropriate, the school will arrange an assessment in the child's first language and SEND support will be decided on an individual basis in the manner outlined within the school's Special Educational Needs and Disabilities (SEND) Policy.

The school will ensure that the parents or carers of a learner with SEND are not prevented from presenting their views throughout the process and are clearly informed at every stage.

Exam Access Arrangements

In line with JCQ, TKAW follows the criteria for Access Arrangements for all learners who have arrived in the last 3 years and who may be sitting exams. Further guidance can be found on the JCQ website.

Working with Parents

Liaison with parents is vital to the creation of a strong home and school partnership, which can ensure the development of learners with EAL. To aid this partnership, the school will:

- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.

- Provide interpreters for meetings when needed.

- Ensure the language used in letters to parents is clear and straightforward.

- Where appropriate, have teachers read through the letter with learners before sending the letter home, to ensure the message is clear.

- Where necessary, ensure translations of school documents are carried out and provided to parents of learners with EAL.

- Encourage parents to attend parents' evenings and participate in school functions.

- Invite parents to school to help with class activities, such as cooking, reading and class outings, where appropriate.

- Encourage parents to become involved with homework through shared reading schemes and language-based homework.

- Plan activities in a way that ensures they do not clash with religious/community commitments.

- The Academy will make use of digital platforms (e.g., translated newsletters, remote conferencing with interpreters, school apps with translation functions) to improve communication and engagement with families whose first language is not English.

Monitoring and review

The Assistant Principal for Inclusion will review this policy on an annual basis, considering feedback from practitioners on the effectiveness of the identified support for transition and in light of changes to the law or statutory guidance, and will make any changes necessary.