



MacIntyre Academies

Quest Academy

English as an Additional Language Policy

Version	Purpose / Change	Responsibility	Date
6	Minor amends and government expectations, guidance, and best-practice recommendations	Principal	April 2026

Person responsible:

Type of policy

Date of first draft:

Date adopted by LAB:

Reviewed:

Date of next review:

Principal

Non-statutory

June 2017

Sep 2017

April 2026

April 2028

English as an Additional Language Policy

1. Principles

Whilst English is the working language of Quest Academy, we are committed to be able to actively support learners for whom English is an Additional Language (EAL) (or not their primary language for communication).

There are an increasing number of children and young people for whom English is not the primary language of the home. The objective of this policy is to ensure that children and young people that attend Quest Academy with EAL needs, achieve positive outcomes.

Implementation:

It is the responsibility of the Principal to ensure that staff members are aware of and understand this policy and any subsequent revisions. Where needed and where possible, the relevant staff and resources will be made available to assist learners as necessary where English is an additional language.

2. Introduction

Our curriculum takes a flexible and inclusive approach whereby much of what we do is personalised for the individual needs of each learner to meet their needs interests, aptitudes and aspirations. We therefore factor this personalisation into the curriculum where a pupil is learning English as an additional language. All our learners have full access to a broad and balanced curriculum where expectations are high for EAL learners whilst recognising that EAL pupils are not SEN by default and that language is a barrier, not a limitation of ability

A key principle in engaging our EAL learners in taking into account the particular needs of the child is working with the family to plan how best to facilitate the child's integration into an English-speaking setting. Research, coupled with our own experience, shows that this individually tailored approach is highly successful. If for example, a child at Quest Academy was most comfortable with another language our strategy in understanding how best to enable the child to use English would include observing the child communicating in their home language. As a result of this, key English words would be sent to the parents and carers, and we would request from them a list of the key words in their home language. This would enable the teachers to be familiar with what the child might be trying to say. All staff are aware that EAL learner will frequently understand what is being said, well before they have confidence enough to speak themselves.

3. Aims and objectives:

- Promoting the principles of fairness and justice for all through the education that we provide at Quest Academy and promoting inclusion and equality of opportunity for all learners for whom English is an additional language.
- Ensuring that our EAL learners meet their full potential by ensuring that we meet the full range of needs of our EAL learners. This is in line with the requirements of current legislation.
- Ensuring that our curriculum secures entitlement for all learners to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their cognitive development as well as development as responsible citizens.
- Delivering a broad, balanced curriculum which reflects the needs of learners for whom English is an additional language.
- Securing the progress of all our learners in their ability to speak, listen write, read and understand the English language.
- Enabling our learners to become aware of and respond appropriately to differences and similarities between their cultures and that of others.
- Providing support for our learners in their preparations for the next stage of their lives beyond their time with us here at Quest academy.

4. Raising the attainment of learners with EAL

We aim to raise the attainment of our EAL learners by:

- Assessing learners with EAL to establish their needs and judge the progress they make.
- Assessing their ability in the use of the English Language so that we can give our learners with EAL full access to the curriculum as quickly as possible.
- Liaising with our Special Educational Needs Coordinator (SENCo) for support, and with other organisations.
- Developing an understanding of and valuing learner' home languages and culture.
- Providing our learners with EAL opportunities to hear and read good models of English thereby extending their appreciation, knowledge and use of English.
- Providing additional in-class and intervention support to EAL learners.
- Using visual and auditory resources augmented with a range of other strategies as detailed in the SEN policy.

5. Identification and Assessment

Parents, carers and Local authorities are asked to inform school of any language needs their child may have on entry to school.

In addition, class teachers will liaise with colleagues and work alongside learners with EAL to identify and assess their needs in order to provide targeted support.

We will develop a variety of quantitative and qualitative data, including:

- English and Maths baseline assessment
- Teacher assessment
- Reading assessments
- Spelling assessments
- Individual learner targets
- ICT based tracking systems
- Consultation with parents/ carers
- Attendance and behaviour monitoring
- IEPs

Once a learner's needs have been identified and assessed, the class teacher and SENCo will work with colleagues to develop Individual Language Plans with SMART targets (ILP's).

6. Teaching and learning

The role of the SENCo is to:

- Develop and consolidate in our staff a consistent approach to teaching and learning for learner with EAL, and to build increased awareness of the existing language knowledge and understanding that learners bring to lessons.
Approaches will include:
 - Using speaking and listening strategies to develop learning
 - Planning for teaching and learning of subject-specific vocabulary
 - Developing active reading strategies to increase our EAL learners' ability to read for a purpose and engage with a variety of texts
 - Modelling writing for key text types within each subject being taught
 - Regular and accurate assessment of English proficiency

Teachers will use a range of strategies to support our learners with EAL in developing spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Providing in class support for individuals and small groups

- Developing appropriate resources; to explaining how speaking and writing in English are structured for different purposes across a range of subjects
- Providing a range of reading materials that highlight the different ways in which English is used
- Encouraging individuals to transfer their knowledge, skills and understanding of one language to another
- Providing support within small-group intervention strategy programmes also involving non-EAL learner
- Providing advice and training for staff members
- Building on an individual's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another

Teachers will ensure access to the curriculum and to assessment by:

- Using accessible texts and materials that suit an individual's age and levels of learning
- Providing support through the use of ICT, video or other materials and means, dictionaries and translators, readers and amanuenses

7. The importance of Home Languages

Learners whose home language is not English will be immersed in the activities of their class and cohort and will work with their peers to mutually encourage acquisition of language, with additional support from a Teaching Assistant and or a teacher as appropriate.

Quest Academy recognises that home languages are important for developing and maintaining positive family connections. It is therefore very important to support the language of the family home when developing concepts and EAL whilst a young person is on roll at Quest Academy.

Home Languages and Partnership

We recognise the importance of effective dialogue between teachers, parents, carers and outside agencies. Parents and carers are kept informed of their child's progress at every stage. Parents who are concerned about their child's progress should in the first instance speak to their child's class teacher.

Liaison with other schools and agencies

Where necessary, EAL Specialists from external agencies, will be invited to provide support that could involve further training for staff to maximise the progress of our learners with EAL.

Principles that inform our approach to home languages other than English

- The main language of education, care and therapy is English.
- English does not replace the home language; it will be learned in addition to the language skills already learned and being developed.
- The names of our learners and their parents' names will be pronounced correctly: English variants and diminutives will not be used unless expressly stated to be used by the learner's family.
- Additional visual support for the development of the use of English as part of Alternative and Augmented Communication (AAC) systems will be used. (The term AAC (Alternative and Augmentative Communication) is used to describe the different methods that can be used to help people with disabilities communicate with others. As the term suggests these methods can be used as an alternative to speech or to supplement it).
- Young learners typically will go through a 'silent phase and/or reliance on Makaton and similar non-verbal communication' when English is used as the principal language of instruction. We will be actively supporting them, acknowledging that their oral proficiency will take longer to develop than their comprehension ability.
- We will ensure that confidence is systematically developed so that they feel able to speak when they are confident. Staff will speak with young people with the expectation that they will, at the appropriate point, respond in spoken English to staff.
- We will check our comprehension of a learner's expressed views, given that English is an

additional language and that misunderstandings will at times, occur.

- In safeguarding children with EAL, Quest Academy will adopt a similar approach to safeguarding children with no spoken language skills.
- Quest Academy will ensure that where English is not used by parents / carers in the family home, that appropriate translation services are used. This could be by way of other family members, or the commissioning of specialist translation services.
- We will support families to use their home language with their child, reassuring them that this will support their child's overall learning and developing use of language.
- Ensure that all staff and other learner feel comfortable and unself-conscious about hearing and using languages other than English.
- We will use bi-lingual resources, adapted social stories and Makaton where this is useful for a particular learner and/or their family.
- We will make use of Google analytics translation software for web-based materials.
- Tablets, Laptops and other ICT platforms will use suitable 'apps' and Translation software where applicable.
- Ensuring the first 3 years of funding is trackable and evidence the provision provided for the learner including identification, monitoring, and use of resources.

8. Home-school links

Home School links through the work of our Family Footings Team are in place to:

- Welcome parents and carers into school
- Communicate with and involve parents and carers in their child's learning
- Promote a multi-cultural and inclusive understanding in school

9. How is EAL is measured and evaluated

- The above principles will be incorporated into the Individual Education Plan (IEP) and target setting for learners
- The outcomes of monitoring the academic progress of a learner against individual targets and their peers in school will be evaluated
- We will use lesson observation to evaluate the effectiveness of the teaching strategies
- Progress is tracked at Annual Reviews and SEN/ LAC reviews

10. Sources of Additional Guidance

<https://www.gov.uk/government/publications/aiming-high-meeting-the-needs-of-newly-arrived-learners-of-english-as-an-additional-language>

<https://www.gov.uk/government/publications/developing-quality-tuition-effective-practice-in-schools-english-as-an-additional-language>

<https://www.gov.uk/government/publications/learning-and-teaching-for-bilingual-children-in-the-primary-years-guided-sessions-to-support-writing-english-as-an-additional-language>

<https://www.gov.uk/government/publications/helping-children-and-families-use-english-as-an-additional-language>

Changes at previous reviews:

Version	Purpose / Change	Responsibility	Date
4	Revised to become more inclusive	Principal	July 2022
5	No changes made	Principal	July 2024