English as an Additional Language Policy

North East Futures UTC has been established to change the education, skills and employment paradigm in our IT and Healthcare Science sectors in the North East. It provides the opportunity for young people from all the communities in this region to benefit from its specialist provision.

Local Governors and all the North East Futures staff are committed to a policy of equality and aim to ensure that all students, employees, job applicants, other member of the school community and visitors are treated fairly and with respect.

We aim to give equal access to the high-quality educational opportunities we provide and to ensure that everyone feels that they are a valued member of the school community. We seek to create a safe and happy environment where all our students can flourish and where social and cultural diversity are celebrated.

Reviewed by:	LGB
Frequency of policy review:	Triennially
Last Reviewed:	June 2024
By Dan Sydes	
Ratified by Local Board of Governors on:	19 June 2024
By Derek Marshall;	
Next Review Date:	June 2027

1.   Introduction

The Governing Body of North East Futures UTC (NE Futures UTC) 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 English as an Additional Language (EAL) students have a valuable contribution to make. We take a holistic approach, including ethos, curriculum, education against racism and promoting language awareness.

2.   Guiding principles

The purpose of this policy is to enable NE Futures UTC to:

- •   Enable all students to have equal opportunities and 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

3.   Aims

This policy aims to raise awareness of NE Futures UTC 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

EAL students may be the only speaker of their language in their class or within the UTC

Many students will have attended school and be literate in their home Language on arrival whereas some may have had no previous formal education

A few 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

A member of staff is nominated to have responsibility for EAL- this is the Assistant Principal in charge of Quality of Education.

4.　Key Principles of additional language acquisition

EAL students are entitled to the full UTC programme of study and all their teachers have a responsibility for teaching literacy 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

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

All EAL students are entitled to assessments as required.

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 is identified.

Consideration and sensitivity is given to the appropriateness of testing EAL students at the earlier stages of English acquisition.

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.

When planning the curriculum, teachers 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 should be visible, e.g. key vocabulary, uses of language and forms of text are identified

Enhanced opportunities should be provided for speaking and listening, including both process and presentational talk, and use made of role play. Students have access to effective teachers and peer models of spoken language

Additional visual support should be provided where needed, e.g. posters, pictures, photographs, objects, demonstration and use of gesture

Additional verbal support should be provided where needed, e.g. repetition, modelling and peer support.

Use is made of collaborative activities that involve discussion and encourage and support active participation

Discussion is provided before, during and after reading and writing activities Scaffolding should be provided where needed for language and learning, e.g. talk frames and writing frames

8.   Materials

The UTC provides appropriate language support materials where needed such as e-books, dictionaries and key word lists, videos, maps and ICT tools; these are crucial to give support.

9.   Special Educational Needs

Many EAL students needing additional support do not have SEN should SEN be identified, EAL students have equal access to UTC's SEND provision as per the SEND policy

10.   Parental/Community Involvement

The UTC strives to encourage parental and community involvement by:

Providing a welcoming induction process for newly arrived students from other countries and their families/carers.

Using plain English and seeking the support of translators and interpreters, where appropriate, and available, to ensure good spoken and written communication.

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.

11.   Monitoring and Evaluation

It is the responsibility of all teaching staff to ensure this policy is adhered to. The Local Board of Governors 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 NE Futures UTC policies/documents:

Curriculum Policy
Child Protection Policy
Teaching Learning Assessment Policy

12.   Version Management

Version	Date	Key Changes
2024	12-6-2024	n/a