



Queen  
Elizabeth's  
— ACADEMY —

EAL

Policy  
April 2021

*Office use*

Published: Insert Month Year	Next review: Insert Month Year	Statutory/non: Insert status	Lead: Insert Name, location
April 2021	April 2022	Non	P .Evans QEA
<b>Associated documents:</b>			
Behaviour policy Medical policy Child Protection policy SEN Equality Act 2010 Teaching and Learning policy.			
<b>Links :</b>			

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## **1 Rationale**

1.1 At Queen Elizabeth's Academy, we believe that all staff and pupils have the right to work in a safe, courteous, stimulating and happy environment, conducive to 'learning without boundaries and care without limits'. We value the contribution that our pupils make to the academy and the wider local community and encourage our core values regardless of background, culture or faith. Every member of the academy's community has a responsibility to develop pupil potential.

We believe that the development of pupil potential should be a partnership between home and the academy and we will try to make this partnership as effective as possible. In all aspects of our work, we recognise that all pupils are individuals with different backgrounds and abilities, and that any actions/interventions we put in place should support the growth of the individual.

## **2 Aims**

2.1 This policy aims to specifically support all pupils who use or have access to more than one language at home or at school. This policy also promotes an evidence-informed, whole school approach resulting in consistent, principled and effective practices among teachers and positive outcomes for pupils.

It aims to:

- Welcome and value the cultural and linguistic experiences that these students bring to the academy.
- Implement strategies across the academy which help these students to access the curriculum.
- Develop English language skills so they can fulfil their potential.
- Recognise that EAL pupils who may seem fluent may still deserve some intervention.
- Ensure that EAL pupils are effectively prepared for the opportunities, responsibilities and experiences of life in British society.
- Promote the understanding that limited English does not reflect a lack of ability or lack of literacy in the home or birth language.
- Promote the understanding that EAL is not the same as SEN.
- Promote the ethos that language development is the responsibility of all staff.

## **3 Strategies**

- 3.1
- Regular training of staff to understand the immersion principle for newcomers and to recognise the stages pupils go through to acquire English language proficiency.
  - Regular training of staff to provide them with classroom strategies for EAL pupils.
  - To employ EAL specialists where possible to provide structured intervention and mainstream support.
  - To employ staff where possible who can offer more than one language.
  - To provide resources to support language acquisition.
  - To be committed to contacting parents/carers in an accessible manner.

## **4 Monitoring and Evaluation**

The Assistant Principal for EAL will ensure that the EAL action plan and policy is reviewed annually