English as an Additional Language (EAL)Policy

Date Reviewed: September 2026

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INTRODUCTION

At The Raise Academy we recognise that EAL Status is dependent on which language was learnt first by a student.

In our school the teaching and learning, achievements, attitudes and well-being of all our students are valued. We encourage and support all our students to achieve the highest possible standards. We do this through taking account of each student's life experiences and needs.

Students who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking students. As a school, we are learning to recognise and understand the difference between communication skills and language proficiency for all students. For example, a student's ability to participate in the full curriculum may be in advance of their ability to communicate in English.

AIMS AND OBJECTIVES

Our broad and balanced curriculum secures entitlement for all students to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding. At The Raise Academy, we will offer a life line to students who suffer from emotional and mental health difficulties that prevent them from accessing both an education and social mobility, we will do this through a true dedication towards a whole school approach to emotional well-being and mental health.

The Raise Academy is being launched with the aim to re-connect pupils who have become detached from their education, and in some cases purpose in life. We will strive to re-engage pupils and to give them a vision of both their education and their place in the wider community.

We will create a nurturing approach to education where students feel safe and supported and that their needs and obstacles in life are understood and addressed by empathetic, patient members of staff who show compassion and appreciate the needs and requirements of all students.

By focusing on a holistic approach to supporting students with both their education and their emotional well-being we can empower pupils to recognise and manage their own needs with targeted support and guidance, so that they feel a sense of worth to become confident, contributing members of society who go on to become successful adults, leading happy lives.

The aim of this policy is to help ensure that we meet the full range of needs of those students who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010.

TEACHING AND LEARNING STYLE

At The Raise Academy, our staff members take action to help students who are learning English as an additional language by developing their spoken, understanding and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- 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
- ensuring that there are effective opportunities for talking, and that talking is used to support writing
- endeavour to build on students' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another, ensuring access to the curriculum and to assessment by:
- using accessible texts and materials that suit students' ages and levels of learning
- providing support through ICT, audio visual materials and dictionaries

CURRICULUM ACCESS

We aim to provide a curriculum which allows students to leave The Raise Academy equipped with the skills which will enable them to continue learning and lead effective lives in the 21st Century.

We aim to deliver a curriculum that is broad and balanced by:

- following our curriculum Programmes of Study
- defining a core curriculum to which all students are entitled, regardless of gender, race, creed or disability.
- allocating time to subjects such that delivery of all aspects of the National Curriculum, including statutory requirements, is enabled whilst allowing for choice and flexibility
- providing alternatives to GCSE accreditation
- building on student's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another
- providing a range of opportunities for students to engage in speaking and listening activities in English with peers and adults

ASSESSMENT

We closely and regularly monitor all our students progress. All students are assessed for academic and personal, social and emotional progress. This will be evaluated and relevant support will be implemented based on outcomes.

RELEVANT DOCUMENTS

English Proficiency of Pupils with English as an Additional Language (DfE. Feb 2020)

Developing Quality Tuition: effective practice in schools – English as an Additional Language (DfE. Mar 2011)