

English as an Additional Language (EAL) Policy

Empowering Futures Academy Ltd
(Alternative Provision)

Policy Name	EAL Policy
Site	Birmingham
Version	1.0
Approved By	Director / DSL
Date Reviewed & Confirmed	18 January 2026
Next Review Due	January 2027

1. Policy Statement

Empowering Futures Academy Ltd (“Empowering Futures”) is committed to ensuring that learners for whom English is an Additional Language (EAL) are supported to access the curriculum, engage fully in learning, and achieve positive educational outcomes. We recognise that learners with EAL may also experience additional barriers such as SEND, SEMH needs, trauma, interrupted education, or social disadvantage.

Our approach to EAL is **inclusive, supportive, and safeguarding-led**, ensuring equality of access and compliance with Local Authority commissioning expectations and statutory guidance.

2. Scope of the Policy

This policy applies to:

- All learners identified as having English as an Additional Language
- Learners commissioned by Local Authorities

- Learners referred by schools under Alternative Provision arrangements •

Learners attending full-time, part-time, phased, or blended programmes

The policy applies across all Empowering Futures delivery sites, including:

- **WEETC – Coventry**
- **Evolve Centre – Birmingham**

3. Legal and Statutory Framework

This policy aligns with and is informed by:

- **Equality Act 2010**
- **Education Act 1996**
- **Keeping Children Safe in Education (KCSIE) 2025**
- **Working Together to Safeguard Children (2023)**
- **DfE Guidance on English as an Additional Language**
- **Local Authority Alternative Provision commissioning requirements**

Empowering Futures recognises that learners with EAL are protected under the Equality Act 2010 and must not be discriminated against.

4. Definition of EAL

A learner is considered to have English as an Additional Language if:

- They speak a language other than English at home
- English is not their first or dominant language
- They require additional support to access learning in English

EAL does not equate to learning difficulty or disability.

5. Identification and Assessment

- EAL needs are identified during referral, induction, or initial assessment.
- Information is gathered from:
 - Referring schools or Local Authorities
 - Parents/carers
 - Learner discussions and baseline assessments

Assessment focuses on:

- Understanding, speaking, reading, and writing in English
- Ability to access learning and communicate needs

6. Provision and Support Strategies

Empowering Futures supports learners with EAL through:

- Differentiated teaching and learning approaches
- Use of visual aids, modelling, and practical activities
- Simplified and accessible language where appropriate
- Additional time for tasks and assessments
- Support with vocabulary and subject-specific language
- Opportunities for speaking and listening development

Support is **proportionate and personalised**, taking account of individual need.

7. Curriculum Access and Inclusion •

Learners with EAL are included in all aspects of the curriculum. •

Teaching strategies promote inclusion and participation.

- Cultural identity and first languages are respected and valued.
- Learners are not withdrawn from learning unnecessarily.

8. Safeguarding and EAL

- Language barriers may increase safeguarding vulnerability.
- Staff remain vigilant to ensure learners with EAL:
 - Can communicate concerns
 - Understand expectations, rules, and boundaries
- Safeguarding information is shared in accessible ways where possible.
- Any concerns are escalated in line with the Safeguarding and Child Protection Policy and **KCSIE 2025**.

9. Roles and Responsibilities

Provision Leadership

- Ensure EAL provision is compliant with statutory and LA requirements
- Monitor effectiveness and learner outcomes
- Ensure staff are trained to support EAL learners

Designated Safeguarding Lead (DSL)

Rhean White – Director

- Oversees safeguarding concerns relating to learners with EAL
- Ensures communication barriers do not compromise safeguarding

Deputy Designated Safeguarding Lead (DDSL)

Rena Sparks

- Supports the DSL
- Acts in the DSL's absence

Staff and Tutors

- Identify and support learners with EAL
- Adapt teaching approaches to meet language needs
- Monitor progress and engagement
- Report concerns promptly

Parents and Carers

- Supported to engage with the provision where appropriate •

Encouraged to share relevant information about language needs

10. Equality and Diversity

- Learners with EAL are protected under the **Equality Act 2010**. • No learner will be disadvantaged due to language or cultural background. • Discriminatory language or behaviour is not tolerated.

11. Partnership Working and Information Sharing

- Empowering Futures works collaboratively with:
 - Referring schools
 - Local Authorities
 - External agencies where appropriate
- Information is shared in line with GDPR and data protection legislation.

12. Monitoring, Review, and Evaluation

- Progress of learners with EAL is monitored regularly.
- Support strategies are reviewed and adapted as needed. ● The effectiveness of EAL provision informs quality assurance processes.

13. Policy Review

This policy is reviewed annually or sooner if:

- Statutory guidance changes
- Local Authority commissioning requirements are updated
- Quality assurance identifies the need for review

14. Related Policies

- Safeguarding and Child Protection Policy
- Equality, Diversity, Inclusion and British Values Policy
- SEND Policy
- Attendance Policy
- Behaviour Policy
- Data Protection Policy