English as an Additional Language

(EAL) Policy

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Ripplevale School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

Ripplevale School provides a caring learning environment where our students make meaningful progress, relative to their individual starting points. Our aim is to encourage them to develop appropriate personal, social and employable skills enabling them to become confident, independent and aspiring young people

While this current policy document may be referred to elsewhere in Ripplevale School documentation, including particulars of employment, it is non-contractual.

The school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)

Ripplevale School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Ripplevale School.

The policy documents of Ripplevale School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect

between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Introduction

This Policy and the procedures apply to all staff, including Senior Leaders, paid staff, volunteers and sessional workers, students, and anyone working on behalf of Ripplevale School, students/carers, and external agencies.

The purpose of this policy is to outline the school's approach to identifying and meeting the needs of students who are classified as having English as an additional language.

Definition

In defining EAL (English as an Additional Language) we use the following definition -

'An EAL student is a student whose first language is not English. This encompasses students who are fully bilingual and those at different stages of learning English.'

EAL students may be:

- Newly arrived from a foreign country and school
- Newly arrived from a foreign country but an English-speaking school
- Born aboard, but moved to the UK at some point before starting school,
- Or born in the UK but in a family where the main language is not English.

Recognition

Ripplevale School seeks to ensure that all students are enabled to have access to a broad and balanced and relevant curriculum. English is best learned through the curriculum and EAL students should be encouraged to play a full part in all learning opportunities. EAL learners make the best progress within a whole school context, where pupils are educated with their peers. Our school environment promotes language development through the rich use of language. The school structure, pastoral care, and overall ethos help EAL students integrate into the school whilst valuing diversity.

Principles of effective EAL provision

- Language develops best when used in purposeful contexts across the curriculum
- Effective use of language is crucial to the teaching and learning of every subject
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and extension
- Access to learning requires attention to words and meanings embodied in each curriculum area.
- Meanings and understandings cannot always be assumed but need to be explored
- Simplified language to allow EAL students access to the curriculum should not equate to simplified lesson content and tasks should challenge students appropriately
- Staff have a crucial role in modelling the uses of language
- The focus and use of additional support time are best seen as an integral part of the curriculum and lesson planning
- All pupils have entitlement to the full curriculum
- A distinction is made between EAL and Special Educational Need
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and build on their existing knowledge and skills

- Many concepts and skills depend on and benefit from well-da developed home language and literacy in a home language enhances subsequent acquisition of EAL
- All languages, dialects, accents, and cultures are equally valued

Identification and Assessment

Identification and assessment are carried out with the purpose of providing the most appropriate provision for each student. In assessing the nature and extent of the student's grasp of English the following methods may be used:

- Information from the admission pack
- Information from the admission interview/ meeting with the parent/carer
- Information from the child's previous school

Whenever possible assessment is undertaken as a partnership between the class teacher our SENCo, our Speech and Language Therapist, the parent/carer, and the child.

During the assessment of EAL students' competence in English is categorized on a 5-point scale, using the Devon EAL Proficiency Assessment Framework.

Level 1 - New to English

The student needs a considerable amount of EAL support.
The student may:

- Use their first language for learning and other purposes
- Remain competently silent in the classroom
- Be copying/ repeating some words or phrases
- Understand some everyday expressions in English but may have minimal or no literacy in English

Level 2 – Early Acquisition

The student still needs a significant amount of EAL support to access the curriculum

The student may:

- Follow day-to-day social communication in English and participate in learning activities with support
- Begin to use spoken English for social purposes
- Understand simple instructions and can follow narrative accounts with visual support
- Have developed some skills in reading and writing
- Have become familiar with some subject-specific vocabulary

Level 3 – Developing Competence

The student requires ongoing EAL support to access the curriculum fully

The pupil may:

- Participate in learning activities with increasing independence
- Be able to express their self orally in English, but structural inaccuracies are still apparent

- Be able to follow abstract concepts and more complex written English
- Literacy will require ongoing support, particularly for understanding text and writing

Level 4 – Competent

The student needs some/occasional EAL support to access complex materials and tasks

The pupil may:

- Oral English is developing well, enabling successful engagement in activities and across the curriculum
- Can read and understand a wide variety of texts
- Written English may lack complexity and contain occasional evidence of errors in structure
- Needs support to access subtle nuances of meaning, refine English usage, and to develop abstract vocabulary

Level 4 – Fluent

The student works without EAL support across the curriculum

- Can operate across the curriculum to a level of competence equivalent to a student who uses English as a first language

Provision

Strategies identified through the EAL Proficiency Assessment Framework will be put in place to support EAL students. EAL students will be provided with opportunities to make good progress. Classroom teachers are responsible for ensuring that students can participate in lessons and have awareness of good practice in providing for EAL students within the classroom setting. Our school aims to assess the needs of EAL students within the classroom setting. However, there may be times when it is appropriate for students to be withdrawn from lessons to receive targeted intervention and/or therapy. Parents will be kept informed of all support given by the school.

Monitoring and Recording

It is the responsibility of the class teacher (with the support of the SENCo) to maintain up-to-date records of EAL pupils in their class whilst they are in their care. The SENCo collates the information regarding EAL pupils and ensures a baseline is produced for each child using the EAL Proficiency Assessment Framework.