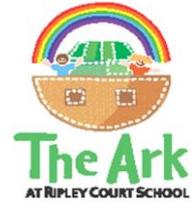




Ripley Court School



15c English as an Additional Language (EAL)

This policy is applicable to all pupils, including those in the EYFS.

Introduction

The required level of English at Independent Schools in the UK is of the highest order, and it is vital that children at Ripley Court are able to communicate in English if they are to access senior school entry and to thrive in this country. We therefore have certain measures which we put in place to assist children to acquire fluent communication skills in English.

Aims and Objectives of this policy

- To improve the speaking, listening, reading and writing of English of children who are learning English as an additional language.
- To support access to a broad curriculum and to the National Curriculum, by improving children's fluency.
- To integrate new children into the school in order to ensure that they gain access to the curriculum and academic achievement.
- To identify and make maximum use of opportunities for modelling fluent use of English and to provide opportunities for children to practise and extend their use of English.

Identification

Additional languages spoken by pupils should be brought to the Headmaster's attention during the initial meeting before a child joins, and a child's level of English should be discussed if English is not the first language. Since Ripley Court is a selective entry school, the school has to be aware of any such issues before a child starts.

In this case, or in the unlikely event that it subsequently emerges that there are issues, this will be raised with the SENCO who will discuss this with the parents and if necessary obtain some additional assessment of the child.

The SENCO will then liaise with the parents to discuss with them strategies for In-School support. Receiving such further support is at the parents' expense. The School maintains a register of pupils who have EAL and this is updated regularly and all staff have access to this.

Once notified of an EAL issue by the parents we will collect the following information:

- Pupil's first language
- Any other languages spoken at home by the pupil
- Pupil's level of literacy in English
- Pupil's educational background
- Other sources of possible assistance and support in the child's family.

Teaching and Learning

Following identification; if extra support is needed then this will be considered and discussed with parents. However, the following key principles are followed:

- Language develops best when used in purposeful contexts across the curriculum.
- Our usual method of dealing with EAL is for the child to be completely immersed in English. Clearly, teachers will be most sympathetic to any child who is struggling, and will assist in any way they can.

Updated 6/18 AJG

- Additional support is best seen as an integral part of the curriculum and lesson planning. However, and although we may provide or organise such support from time to time, teachers are not expected to be EAL experts.
- All Teachers have a responsibility for supporting and encouraging all children in their fluency in English, both for Speaking and Listening.
- The Head of Little Court has a qualification in Teaching English as a Foreign Language, and the Head of French has experience in the same. They will help and advise as necessary.
- We do not generally withdraw children from lessons to receive EAL support, but this might be possible under exceptional circumstances and at an additional cost to the parents. Instead, we would normally recommend extra-curricular tuition by an expert.
- There is a significant distinction between EAL and Special Educational Needs. It is recognised that, whilst EAL pupils may have SpLD, EAL is not itself a Specific Learning Difficulty, and is usually a short-duration issue.
- The School and the parents must work together to support an EAL child. To this end, parents are encouraged to read to their child in English, to listen to their child read in English, to listen to English story tapes, to watch English television and to speak in English in the home.

Roles and Responsibilities

All staff have a responsibility for supporting and encouraging children to become fluent English speakers and for communicating school expectations for Speaking and Listening. This is achieved by:

- Modelling good use of English, in extending sentences and encouraging children to do the same.
- Communicating to children that they are expected to speak clearly and audibly using more than single words as appropriate.
- Communicating to children that they are expected to listen and respond when someone speaks to them.
- Planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English. Planning a clearly identified language focus for each lesson that will aid second language acquisition and is made explicit to the pupils.
- Setting targets for improving speaking and listening.

The SENCO is responsible for:

- Additional planning and preparation for targeted children that will support access to the curriculum and/or development of English fluency.
- Supporting whole school or year group planning with additional input on developing language across the curriculum when needed.
- Identifying and providing resources to teacher and parents that supports children learning English as an additional language.
- Ensuring the information on the staff intranet is up to date.

Assessment

EAL children will be assessed along with the others in standardised annual tests, as well as more often as required.