

## RFSS EAL Support



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## 1. INTRODUCTION

### **Inclusion and Excellence**

At **RFSS**, we believe that every student has the right to an exceptional education. The academic achievement, personal attitudes, and overall well-being of our students are our highest priorities. We are committed to empowering all students to reach the highest possible standards by valuing their unique life experiences and addressing their individual learning needs. This policy outlines our strategic aims to ensure that students with English as an Additional Language (EAL) fulfill their true potential.

### **Tailored Learning and Assessment**

We recognize that many of our students have specific learning and assessment requirements linked to their progress in English. Our approach is designed to bridge the gap between language acquisition and academic success, ensuring that no student is held back by linguistic barriers.

### **Valuing Prior Knowledge**

Students learning English as an additional language possess cognitive skills, cultural knowledge, and academic abilities comparable to those of their monolingual peers. We understand that a student's ability to engage with and master the full curriculum often exceeds their current communicative skills in English. Therefore, our focus is on providing the necessary linguistic scaffolding to allow their access to the academic content.

## Aims and Objectives

The primary objective of this policy is to establish a robust framework for the planning, organization, and delivery of teaching and assessment for students with English as an Additional Language (EAL). By optimizing our resources and instructional strategies, we aim to eliminate barriers to learning, thereby raising both the achievement and the aspirations of our EAL pupils.

### 1. Equality: Removing Barriers to Success

We are committed to being proactive in identifying and removing obstacles that may hinder the academic progress of EAL learners. Our approach includes:

- Providing teachers with specialized pedagogical tools to support EAL students within the classroom.
- Empowering families with the necessary guidance and resources to foster continued learning at home.

### 2. Diversity: Celebrating Linguistic Wealth

We fulfill our responsibility to EAL pupils by ensuring they have full and equal access to the National Curriculum. We view multilingualism not as a challenge to be overcome, but as a significant cognitive and academic advantage. By promoting a second language as a high-level skill, we help students leverage their linguistic background to enhance their educational development and future opportunities. Providing GCSE assessment when possible, in their mother tongue

### 3. Belonging and Cohesion: A Nurturing Environment

Our mission is to provide EAL pupils with a safe, welcoming, and nurturing environment where they feel a profound sense of belonging. We recognize that emotional security is the foundation of academic success; therefore, we strive to build a cohesive community that respects every student's heritage while integrating them fully into the life of the school.

At **Rugby Free Secondary School**, our approach to language acquisition is guided by the following core principles:

## 1. Universal Responsibility and Entitlement

Every EAL pupil is entitled to the full National Curriculum. We believe that **every teacher is a teacher of English**; therefore, all staff share the responsibility for integrating language development alongside subject-specific content.

## 2. Explicit Language Instruction

Access to learning requires a deliberate focus on the vocabulary and meanings embedded within each subject area. We do not assume prior understanding; instead, we make meanings and concepts **explicit** to ensure no student is left behind by the linguistic demands of the curriculum.

## 3. Identity and Multilingualism

Language is central to personal identity. We actively recognize and value the home languages of all pupils and staff.

- Students are encouraged to **maintain and develop their first language**, as linguistic proficiency in one's mother tongue provides a vital foundation for acquiring English.
- We strive to strengthen links between school language and the diverse cultures represented in our community.

## 4. The Continuum of Language Development

We distinguish between social and academic language:

- **Social Language:** Many pupils quickly acquire the ability to communicate on a day-to-day basis.
- **Academic Language:** The "cognitive academic language" required for high-level study is much deeper and more complex. We recognize that this can require continued, specialized support for **5 to 7 years**, or longer in some cases.

## 5. Purposeful and Collaborative Learning

Language develops most effectively when used in **purposeful, communicative contexts**. Our lesson delivery prioritizes:

- Collaborative tasks that encourage interaction.
- Peer-to-peer learning with strong language models.
- Identifying the specific "language demands" of every task during the planning phase.

## 6. Professional Excellence and Distinction

- **Modelling:** All school staff play a crucial role in modelling high-quality, professional uses of English.
- **EAL vs. SEND:** We maintain a clear distinction between English as an Additional Language (EAL) and Special Educational Needs (SEN). Lack of

fluency in English is not a learning difficulty, and we ensure assessments accurately reflect a student's true cognitive ability.

### 3. New Arrivals

#### Definitions: Understanding Our New Arrivals

In accordance with the *Department for Education (DfE) "New Arrivals Excellence Programme Guidance"*, we define new arrivals through the following categories:

- **International Migrants:** Students arriving from overseas, including refugees, asylum seekers, and economic migrants.
- **Internal Migrants:** Pupils joining the school after relocating within the UK (e.g., Gypsy, Roma, and Traveller students).
- **Institutional Movers:** Students who change schools without moving home, including those joining via voluntary transfers or following previous exclusions.

- **Individual Movers:** Pupils who move independently of their families, such as Looked After Children (LAC) or unaccompanied asylum-seeking children.

*This guidance focuses primarily on meeting the specific linguistic and pastoral needs of EAL pupils within these groups.*

## RFSS Values in Action

Our core values guide every interaction with our EAL community:

- **Kindness:** Students learn best when they feel secure and valued. RFSS fosters this through warm initial meetings and comprehensive Welcome Packs, ensuring families feel supported from day one.
- **Collaboration:** We maintain a school-wide awareness of our multicultural context. Best practices and resources are shared across departments, and every new arrival is paired with a "**Buddy**"—whenever possible, a peer who shares their home language.
- **Curiosity:** Through our MFL Department and Language Ambassadors, we celebrate the "**Language of the Month**" and conduct EAL interviews. This promotes the intrinsic value of multilingualism to teachers, students, and parents alike.
- **Respect:** We build a culture of respect by integrating students' diverse life experiences and backgrounds into our shared learning environment.
- **Resilience:** Arriving in a new country and learning a new language requires immense strength. Our staff support this journey through empathy, patience, and tailored academic scaffolding.

## Meeting the Needs of New Arrivals

Every new student at RFSS is entitled to a safe, welcoming, and dignified start. We recognize multilingualism as a significant asset that enhances both personal development and English language acquisition.

### *1. The Welcome Process*

The initial induction focuses on breaking down barriers:

- **Language Support:** Identifying the need for interpreters for parent meetings.
- **Educational History:** Reviewing previous experience within the UK or international education systems.
- **Resources:** Provision of a bespoke **EAL Welcome Pack**, curated by our EAL Teaching Assistant (TA).

## II. Support Systems & Integration

- **Placement:** Heads of Year (HoY) carefully select the appropriate Form Group and Buddy.
- **Induction Interview:** A specialized meeting with the EAL TA to understand the student's individual story and needs.
- **Targeted Interventions:** Based on the interview, students are placed in specific English language or pastoral support programs.

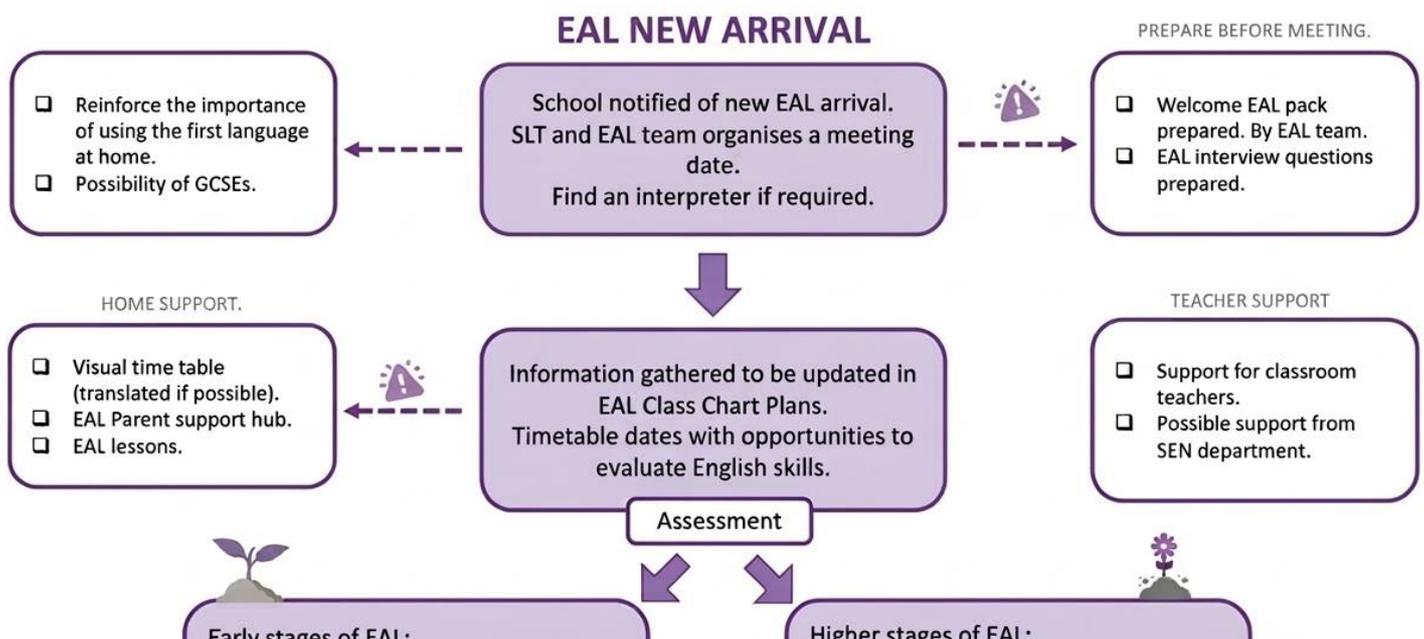
## III. Assessment & Testing

To ensure students are supported at the correct level, the EAL team conducts:

- **Holistic Interviews:** To gauge confidence and background.
- **Proficiency Testing:** Diagnostic assessments in **Speaking, Reading, and Writing**.
- **Native Language Proficiency:** Assessing literacy in their first language to explore **GCSE Home Language** opportunities in Year 10.

## Strategic Planning for New Arrivals

1. **Communication:** The EAL Coordinator and Support Team are notified immediately of a new admission.
2. **Preparation:** Welcome Packs are prepared, and interpreters are booked if required.
3. **Admissions Meeting:** A collaborative meeting involving the family, the designated school team, and the EAL lead.
4. **Information Sharing:** Key data from the initial interview is uploaded to **Class Charts**, ensuring all teaching staff can access and implement necessary strategies.
5. **Mentorship:** The pastoral team assigns a mentor to oversee the student's social integration.
6. **Goal Setting:** The EAL team explains school policies, assesses English levels, and establishes clear **social and academic targets** for the student's first term.



#### 4. FIRST WEEKS OF AN EAL STUDENT IN RFSS

We can face two situations in this point.

- a. New starter to high school. Y7s in September.
- b. New starter once the academic year has begun.

In both cases the EAL must meet the EAL students and collect evidence and background information to help the student to integrate in RFSS school and into the English secondary education system.

*Please find attached examples and questioners and welcome packs provided in the Annexes section.*

##### A. New starter to high school. Y7s in September.



#### ALL EAL STUDENTS NEW IN Y7

Week 1	Week 2	Week 3	Week 4
EAL TEAM meeting families and collecting data. <b>ASSESSMENT PROCESS</b> 			Data collected and share with staff. Class Chart updated. 
Week 5	Every half term	Constant support	Week 8
Interventions and targets set. 	<ul style="list-style-type: none"> <li>• Assessment.</li> <li>• Target checks.</li> <li>• Teacher's feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• EAL Clubs.</li> <li>• Afterschool EAL support.</li> <li>• Lunch club.</li> </ul>	

B. New starter once the academic year has begun.



**EARLY STAGES OF EAL**

Week 1	Week 2	Continuous support	Every half term
<ul style="list-style-type: none"> <li>EAL New arrival meeting.</li> <li>EAL Team interview student.</li> <li>Updated data on Class Charts PCP.</li> </ul>	<ul style="list-style-type: none"> <li>Intervention Plan.</li> <li>Assessment.</li> <li>Competences evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>EAL Clubs.</li> <li>Afterschool EAL support.</li> <li>Lunch club.</li> <li>Buddies and mentor support.</li> <li>Class Chart data.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment.</li> <li>Target checks.</li> <li>Teacher's feedback.</li> <li>Data check.</li> </ul>



**HIGHER STAGES OF EAL**

Week 1	Week 2	Continuous support	Every half term
<ul style="list-style-type: none"> <li>EAL New arrival meeting.</li> <li>EAL Team interview student.</li> <li>Updated data on Class Charts PCP.</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral plan.</li> <li>Targets set.</li> <li>Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Afterschool EAL support.</li> <li>Buddies and mentor support.</li> <li>Class Chart data.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's feedback.</li> <li>Target checks.</li> <li>Teacher's feedback.</li> <li>Data check.</li> </ul>

Students will get an initial assessment with the EAL team to base their English. We are following CEFR Global Scale\*

Band	Stage	Description	Key Indicators
<b>A</b>	<b>New to English</b>	The student is at the beginning of their English journey.	May use their first language for learning and communication. Often goes through a "silent period." Understands very few English words.
<b>B</b>	<b>Early Acquisition</b>	The student can communicate in a basic way in social situations.	Can follow simple instructions and participate in predictable social interactions. Uses short phrases and common everyday vocabulary.
<b>C</b>	<b>Developing Proficiency</b>	The student is becoming more independent in their learning.	Can follow more complex instructions. Can write and speak with more detail but still makes grammatical errors. Still

			requires support for academic language.
<b>D</b>	<b>Competent</b>	The student uses English effectively in most social and academic contexts.	Can engage with the curriculum with minimal support. Their spoken and written English is clear, although they may still lack the nuance of a native speaker.
<b>E</b>	<b>Fluent</b>	The student's English is equivalent to that of a native-speaking peer.	Fully proficient. Can access the curriculum and assessment tasks at a level that allows them to perform to their full cognitive potential.

### Language Proficiency Framework: The Bell Foundation

While the Common European Framework (CEFR) is a global standard for language learning, **Rugby Free Secondary School** utilizes **The Bell Foundation EAL Assessment Framework**. This is the leading evidence-based tool in the UK, specifically designed to measure the English proficiency of pupils using EAL within a school context.

The framework allows us to assess learners across five distinct bands (**A–E**), ranging from 'New to English' to 'Fluent'. This ensures that progress is measured not just by social communication, but by the student's ability to access the academic curriculum.

*Please refer to the policy annexes for a detailed breakdown of the descriptors for each proficiency band used during initial and ongoing evaluations.*

### Utilizing Assessment Data

**How is initial data used?** Once a student has been assessed using the Bell Foundation framework, the EAL team determines the most effective tier of intervention. This data is not static; it is shared with all classroom teachers via **Class Charts** to ensure that "Quality First Teaching" is adapted to the student's current linguistic band.

**What support do students receive?** Our support structure is divided into two primary pillars:

## 1. Academic Language Acquisition

- **Target Group:** Students categorized in **Bands A, B, and C** (New to English, Early Acquisition, and Developing Proficiency).
- **Objective:** Developing the specific linguistic tools required to access subject-specific content.
- **Monitoring:** Students are re-evaluated twice per term. Support levels are adjusted dynamically based on these assessment results to ensure they are consistently challenged and supported.

## 2. Holistic Pastoral Support

We recognize that language learning is deeply tied to emotional well-being. This includes:

- **Data Tracking:** Regular monitoring of progress data, attendance, and achievement points.
- **Well-being Integration:** Scheduled check-ins to ensure the student feels socially included and mentally supported.
- **Behavioral Context:** Analyzing behavioral data through a linguistic lens to ensure that communication barriers are not mistaken for conduct issues.

## 3. Family Partnership

We extend our support to the whole family unit. The EAL department facilitates communication by:

- Providing translated school correspondence whenever possible.
- Supplying home-learning resources that allow parents to support their child's progress in their first language, strengthening the bridge between home and school.

## Welcome Packs.

This packs will include the following translated into the families first language if possible.

1. School welcome pack information. (uniform, policies, contact...)
2. English education system by "The Bell foundation"
3. How to support my kid at home by "The Bell foundation"

## Document for interview and assessments:

1. Interview Using "Student Passport" to know the student and to be able to update Class Chart information to share with teachers, helping them to support EAL students more effectible in the lessons and to feel more confident creating resources.

## EAL STUDENT PASSPORT



Name:		Language information:	
Home information context.	School information	Hobbies and interests	Student PHOTO
<p><i>include</i> Years in the country, parents languages, what language they speak at home. Parents level of English.</p>	<p><i>include</i> Previous schools, schools outside UK, favourite subjects, subjects they struggle.</p>	<p><i>include</i> Things they like, artist they like, sports, music...</p>	
		Other:	
			