



Provision for English as an Additional Language Policy

Policy Type	Statutory
Regulation	ISSR: 32(3)(b)
Reviewed by	Head of Academic Support (Boys' School) Head of Individual Needs (Girls' School)
Approval Committee	Teaching and Learning Committee
Last Review	Summer 2026
Next Review	Summer 2027

1	Related Information.....	3
1.1	Statutory Guidance	3
1.2	Terminology	3
1.3	Supporting Documents	3
2	Definition.....	3
3	Identification.....	4
3.1	Identification on Entry to the School.....	4
3.2	Ongoing Identification	Error! Bookmark not defined.
4	Support	4
5	Progress	5
6	Staff	5

1 Related Information

1.1 Statutory Guidance

This statutory policy has been reviewed in accordance with the following guidance:

32(3)(b) The information specified in this sub-paragraph is—
(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;

1.2 Terminology

Parents includes one or both parents, a legal guardian, or education guardian.

School means Haberdashers' Boys' School and/or Haberdashers' Girls' School which are operated by the Haberdashers' Aske's Elstree Schools Limited, the Schools Trustee of Haberdashers' Aske's Charity.

Student or **Students** means any student or students in the School at any age.

1.3 Supporting Documents

This policy should be read in conjunction with the following policies:

Curriculum Policy
Equality Opportunities Policy
Individual Needs and SEND Policy

2 Definition

For the purpose of this document English as an Additional Language (EAL) is defined according to The Department of Education:

The Department for Education (DfE) records a student as using EAL if “they are exposed to a language at home that is known or believed to be other than English”.

This encompasses Students who are fully bilingual and all those who are at different stages of learning English. Students with EAL may be born in the UK, but in a family where the main language is not solely English. Many of the EAL Students at the School have been deliberately brought up as bilingual by their Parents or count English as their first language whilst being fluent or semi-fluent in another family language.

We refer to the Bell Foundation levels of English proficiency for EAL learners to help classify where our Students sit within the definition. The levels are as follows:

1. **New to English** – Learners at this stage have very limited English skills and rely heavily on visual cues and basic classroom language.
2. **Early Acquisition** – Learners begin to process speech more independently and can respond verbally in simple interactions.
3. **Developing Competence** – Learners are more confident in communication and start to develop control over functional language.

4. **Competent** – Learners can engage with more complex texts and discussions, though they may still need support in academic language.
5. **Fluent** – Learners can use English effectively across different contexts, with minimal need for additional language support.

The vast majority of our learners are at Level 5 - fluent. Those students who need additional support are flagged to the Individual Needs / Academic Support Team department in their respective section of the school. The Individual Needs Team / Academic Support Team might carry out an assessment of the student's receptive or expressive language ability and provide support, as well as advising teachers of the strategies outlined in this policy so they can be supported in their individual subject lessons by subject specialists.

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3 Identification

3.1 Identification on Entry to the School

The School may admit Students with EAL if they meet the academic standards as set out in the admissions criteria and so will be able, with appropriate support, to benefit from the mainstream curriculum. As part of the School's procedures for registration and census information gathering, Parents are asked to identify the family language spoken at home. EAL learners might also be identified as part of the admissions process. Students who are identified with ongoing needs will be referred to the Individual Needs Department who will advise on support strategies and any reasonable adjustments that are deemed appropriate

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It is every teacher's responsibility to ensure that all Students fully understand classroom instructions and that lesson materials are delivered clearly. Where relevant, teachers, form teachers and Heads of Department will liaise with the member of staff with responsibility for EAL and Parents to outline individual support.

Students who speak additional languages and are fluent in English may sometimes need support in the following ways in lessons:

- pre-teach (essential in Prep and Pre-Prep)/explicitly teach subject specific vocabulary
- use of detailed visual resources to support text
- use of a subject glossary e.g. Economics / Psychology
- explicit teaching of grammar and sentence constructions
- exploring how to control genre and register
- how to vary style and format to adapt to different requirements and contexts

4 Support

For Students with EAL needs, classroom adaptations and additional support will be provided, e.g. vocabulary or grammar support, additional scaffolding. The member of staff with responsibility for EAL ensures appropriate training for staff to support Students with EAL. All teachers will have access to an information and adaptations for EAL Students in their class and specific strategies needed to support their needs.

5 Progress

The progress of a Student with EAL (as with all Students) will be carefully monitored. If the school has a cause for concern, they will liaise with Parents and the student to identify ways to support their academic, social and personal development. In exceptional circumstances, Parents may be advised to seek private individual tuition in English as an additional language, if required.

6 Staff

The member of staff with responsibility for EAL are as follows:

- Boys' Prep and Pre-Prep School is Head of Individual Needs
- Boys' Senior School is the Head of Individual Needs Girls' Junior School is the Head of Individual Needs.
- Girls' Senior School the Head of Individual Needs.