

# Habs

HABERDASHERS'  
ELSTREE SCHOOLS

## Provision of English as an Additional Language Policy

Policy Type	Statutory
Regulation	ISSR: 3(b)
Approval Committee	TLCC
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# 1 Related Information

## 1.1 Statutory Guidance

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

(3) 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' Aske's Elstree Schools Limited as Trustee of Haberdashers' Aske's Charity trading as Haberdashers' Aske's School for Girls **and/or** The Haberdashers' Aske's Boys' School, as now or in the future constituted (and any successor).

**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 policy:

Equal Opportunities Policy

Individual Needs Policy

# 2 Definition

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

“A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in 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.

## **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 screening process. Once at the School, the member of staff with responsibility for EAL will collate this information and monitor the Student's progress to ensure that their EAL needs are being met.

### **3.2 Ongoing Identification**

In order to cope with the high academic and social demands of the School, Students must be fluent English speakers. The School wants all of its Students to have the same breadth of educational opportunities and experiences.

The vast majority of students at the School who qualify as EAL according to the Department for Education definition will have no language support needs during their time at the School. In our admissions procedures there is a strong emphasis on Students having strong linguistic competence and a high level of vocabulary, and our ongoing monitoring of all students ensures that the majority of EAL students are able to access the curriculum and make excellent progress.

Some Students have particular teaching and learning requirements, because they speak English as an Additional Language. There may, for example, be a disparity between an EAL Student's ability and their levels of communication (both written and verbal) in English. Therefore, in addition to the full EAL list, as defined by the Department for Education, we hold a shorter EAL intervention list based on Students' particular needs e.g. grammar use in English essays and intervention strategies needed in the classroom e.g. scaffolds for essay writing / proofreading checklist. Both lists are disseminated to staff.

At the primary stage, if concerns are raised by a teacher regarding a Student's level of understanding in oral or written English, this should be discussed with the member of staff with responsibility for EAL. Specific gaps that relate to EAL may be investigated further. This information can then be used to offer additional support, either by the class/subject teacher, the member of staff with responsibility for EAL or by the family themselves.

At the Senior School stage, if concerns are raised by a subject teacher regarding a Student's level of understanding in oral or written English, discussion should take place with the Student's English Teacher and the member of staff with responsibility for EAL who can advise on support strategies. It is every teacher's responsibility to ensure that all Students fully understand classroom instructions and that lesson materials are delivered in good clear English. 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 in lessons:

- pre-teach/explicitly teach subject specific vocabulary
- use of detailed visual resources to support text

- use of a subject dictionary 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

They may still need some/occasional support to access complex curriculum material and tasks.

## **4 Support**

The member of staff with responsibility for EAL is responsible for ensuring that staff are provided with training relating to EAL Students. This should include information about how to identify an EAL learner, challenges that face EAL Students and specific advice on how to support these needs.

Students who receive assistance with EAL are fully integrated into School life; they will be part of a class group and will follow an appropriate timetable. They will be encouraged to take part in co-curricular clubs, societies and activities.

All teachers should have an up-to-date list of EAL Students in their class and information about specific strategies needed to support these Students in their learning.

## **5 Progress**

The progress of a Student with EAL (as with all Students) will be carefully monitored by the School, and their Parents informed and consulted if the School has a cause for concern. The member of staff with responsibility for EAL will maintain the EAL intervention list of Students with EAL and update it accordingly, whilst having an overview of how such Students' progress throughout their School career. In exceptional circumstances, Parents may be advised to seek private individual tuition in English as an additional language.

## **6 Staff**

The member of staff with responsibility for EAL in the Boys' School is the Head of Academic Support. The member of staff with responsibility for EAL in the Girls' School is the Head of Individual Needs.