

English as an Additional Language (EAL) Policy

Senior School



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Adam Westwood (DHA)	August 2024	August 2025

Policy Statement

Effective use of written and spoken English, alongside the broader development of linguistic skills, form an essential aspect of the South Hampstead curriculum. Within the school community, many other languages exist side-by-side and students are encouraged to reflect on positive effects of learning foreign languages and the cultures that are associated with them.

South Hampstead is committed to providing a quality education in English for students from a variety of backgrounds, including those for whom the main language spoken at home is not English, and providing support for students' listening, literacy and speaking skills. Our approach to supporting students for whom English is an Additional Language (EAL) is necessarily flexible, thereby allowing the school to incorporate the needs of different students, while at the same time allowing them to benefit from relevant support and pedagogical strategies.

Given the academically selective nature of the school, and the rigorous admissions process (which includes a specific focus on the use of English), few students at South Hampstead who we have identified or who self-identify as having EAL have difficulty in accessing our curriculum. However, we track the progress of EAL students carefully and, if we have concerns about the progress of EAL students, intervention will take place to support them.

Identification

Information on potential EAL pupils, including age, first language, level of English, and whether they have studied previously in an English school is normally obtained by the Admissions Department in advance of a student's arrival. We ask about EAL directly on admissions forms.

At any point in the academic year, staff may raise concerns about the impact of students' native language on the accessibility of our curriculum, meaning that students may be added to our EAL register, if necessary.

The SENDCo uses the information collated via these processes to compile a register of students who have been identified as having EAL. The progress of these students is tracked over time through analysis of internal tracking data, end-of-year examinations and public examinations. The English department is particularly important in our support of these students, though their teaching and testing of grammar, punctuation and spelling skills and through classroom observation.

Provision of support

The principal aim of EAL support is to give all students whose first language is not English the linguistic ability and confidence to deal with their studies, activities and social interactions while they are at South Hampstead. The majority of students that we identify as having EAL are not in need of any specific academic support but, when needs arise, we will implement specific strategies to support student progress.

Within our EAL provision, we aim to:

- provide group and/or individual support with a focus on academic English;
- support EAL students in specific subjects with which they are having difficulty;
- liaise with EAL students' academic subject teachers, and Heads of Department, to ensure tailored, subject-specific support is available.

Our practices are designed to enable EAL pupils to access the curriculum and public examinations, and to help such students improve their subject knowledge, academic skills and to take responsibility for their own learning.

The EAL provision is necessarily flexible in order to take into account the differing abilities and linguistic needs of our students, and the dynamics of class, small group and individual teaching.

The school recognises that most EAL pupils needing support with their English do not have SEN needs. However, should SEN needs be identified, EAL pupils will have equal access to school SEN provision, in addition to any relevant EAL support.