



South Hampstead High School Junior School (including the EYFS)

English as an Additional Language (EAL) Policy

Background

Many of our pupils with EAL are potential high achievers and must have a basic understanding and knowledge of English in order to be admitted. Most go on to show a command of English in line with their mono-lingual peers. However, a few do lack fluency particularly in the development of grammatical competence and written expression. The danger here is that the quality and depth of their English skills can 'plateau', thus preventing the pupil from reaching her full potential.

Due to the wide variety of cultural backgrounds of our pupils, there is usually excellent integration of pupils with EAL, both socially and educationally in the life of the school.

The school recognises that most EAL pupils needing support with their English do not have SEN needs. However, should SEN needs be identified during our assessment cycle, EAL pupils will have equal access to school Learning Needs provision, in addition to EAL support (see Learning Needs policy).

Policy

- To identify pupils with EAL at the earliest opportunity
- To ensure that pupils with EAL have access to a broad, balanced and relevant curriculum
- To help pupils with EAL achieve their potential both in the classroom and through additional EAL support where appropriate
- To involve parents of pupils with EAL in decisions involving their daughter
- To celebrate the linguistic background, culture and capabilities of our pupils

Procedures

Girls may require additional support and differentiation in order to ensure progress. On the whole, their needs should be met within the classroom environment using reasonable adjustments when necessary. If any girls require additional support, this will be arranged by the Learning Support Co-ordinator.

Role of the EAL Coordinator

- Provide information on all girls with EAL to all members of staff who may be involved with them.
- Liaise with the Academic Assistant Head to ensure EAL pupils are monitored

- Liaise with the class teacher to help make provision, through normal classroom differentiation and support for girls with EAL
- Liaise with parents and involve them in decision making
- Seek and respond to the views of the girls themselves at all stages
- Record details on CPOMS
- Keep EAL registers up-to-date

Admissions:

South Hampstead is an academic and selective school. All applicants go through the same admissions process. The Head of the Junior School, when considering applicants, will take EAL considerations into her decision-making process when offering places.

Identification and assessment

Parents are asked to identify their daughter's first language and home language when applying to the school. This is taken into account during the assessment process. This information is then communicated to the pupil's class teacher and the Learning Support Co-ordinator and inputted onto SIMS.

Recording, Monitoring and Reporting

EAL information is updated on an annual basis by the Learning Support Co-ordinator and a register is kept. This information is shared with staff at the start of the academic year.

The Learning Support co-ordinator and the Academic Assistant Head monitor the progress of EAL pupils in the school. If there are concerns about a pupil, additional support may be put in place.

EAL is a whole school responsibility and through Quality First Teaching, staff have a role to play in supporting our pupils to access the full curriculum, reach their full potential and expand all pupils' language skills.

NB. Awaiting new EAL guidance from GDST September 2023

Reviewed: September 2021

Reviewed: September 2022

Reviewed: September 2023 (Junior School Learning Needs Coordinator)

Next review: September 2024