



South Hampstead High School

EAL Policy (covering Junior School, Senior School and EYFS)

ISI Reference: 3b

UPDATED BY	DATE OF ISSUE	NEXT REVIEW DATE
Deputy Head Academic and Head of Student Support and Academic Access	September 2025	September 2026

Vision and Aims

At South Hampstead High School (SHHS), our vision is simple: opening doors, hearts, and minds. We aim to create an aspirational, inclusive culture in which every student thrives. Inclusion is a whole-school responsibility: all teachers are teachers of students with individual needs.

Through EAL provision, we enable students whose first language is not English to achieve their full potential by:

- Supporting students to develop English proficiency alongside their academic studies.
- Collaborating with teachers to ensure all lessons and co-curricular activities are accessible.
- Valuing students' home languages and cultural identities as assets within the learning community.

Legislation and Guidance

This policy is informed by current UK legislation and guidance, including the

- Equality Act 2010,
- Children and Families Act 2014,
- The SEND Code of Practice (updated 2023)
- Education Act 1996,
- Statutory Framework for the Early Years Foundation Stage,
- DfE guidance on Supporting students with EAL,
- Independent Schools Inspectorate framework,
- GDST Inclusion, Equal Opportunities, and Accessibility policies.

Definition of EAL

English as an Additional Language (EAL) refers to learners whose first language is not English and who require additional support to access the curriculum and develop full proficiency in English.

Key points:

- EAL is distinct from Special Educational Needs.
- students may be highly fluent socially but require academic language support.

- students may acquire English in different contexts, including home, previous schools, or immersion in English-speaking environments.

Types of EAL learners commonly recognised in the UK:

Proficiency Level	Description	Support Needs
Newly Arrived	Very limited English; minimal comprehension	Intensive language support, visual aids, peer buddies, scaffolding in lessons
Developing	Partial fluency; understands social English but struggles with academic language	Targeted academic language support, pre-teaching vocabulary, small group interventions
Fluent EAL	Con conversationally fluent; some academic gaps	Subject-specific vocabulary support, guided writing and reading tasks, exam support
Heritage/Bilingual	Fluent in English; strong in another language	Enrichment opportunities, occasional academic language support, maintain home language literacy

Roles and Responsibilities

Junior School SENDCo

- Leads day-to-day EAL provision
- Supports strategic development of EAL provision in collaboration with the Head of Student Support and Academic Access (Senior School) and the Heads of Department.
- Coordinates support, monitors progress, and liaises with families and Senior School support.
- Works closely with teachers, tutors, and the Deputy Head Pastoral.

Head of Student Support and Academic Access (Senior School)

- Oversees EAL provision and integration across Senior School.
- Monitors progress, supports teachers, and liaises with parents and external professionals.
- Works in conjunction with the Deputy Head Academic to ensure targeted academic support.

Teachers (Class, Subject, Form Tutors)

- Deliver differentiated lessons and use scaffolding strategies to support EAL learners.
- Monitor students' progress, report concerns, and implement recommended strategies.

SEND/Student support team

- Assist with interventions, observations, and day-to-day support for EAL learners.

Deputy Head Pastoral (Junior School) and Deputy Head Academic (Senior School)

- Line manages EAL and offers strategic leadership

Heads

- Holds overall responsibility for EAL provision, ensuring alignment with SHHS inclusion strategy.

Principles and Strategies

SHHS EAL provision is guided by four core principles:

1. Immersion in Mainstream Lessons with Targeted Support

- students participate in all curriculum and co-curricular activities.
- Targeted interventions reinforce learning without withdrawal from lessons.

2. Scaffolding and Differentiation

- Visual scaffolds, sentence starters, modeling academic language.
- Differentiated resources, tiered exercises, structured peer support.

3. Evidence-Based Strategies and Progress Monitoring

- Regular formative assessments: reading/writing samples, oral presentations, comprehension checks.
- Termly (Junior) or half-termly (Senior) APDR cycles.
- EAL Learning Support Profiles document strategies, priorities, and measurable outcomes.

4. Respect for students' Home Languages and Cultures

- Home languages are recognised as assets for learning and identity.
- Cultural perspectives are incorporated into lessons and co-curricular activities.

SHHS EAL Implementation Framework

Area	Junior School	Senior School
Strategy	Immersion, scaffolding, vocabulary pre-teaching, visual supports, targeted interventions	Immersion, subject-specific academic language support, structured literacy interventions, targeted study skills
Interventions	Small group reading/writing, phonics boosters, oral language clubs	Small group grammar/writing workshops, subject-specific vocabulary sessions, exam preparation support

Responsibilities	Junior School SENDCo, Class Teachers, Form Tutors, Deputy Head Pastoral	Head of Student Support & Academic Access, Class/Subject Teachers, Deputy Head Academic
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The Graduated Approach: Assess, Plan, Do, Review (APDR)

At South Hampstead High School, we use the cyclical APDR framework to guide the support of students with English as an Additional Language (EAL). This ensures that provision is consistent, responsive, and evidence-based across both Junior and Senior Schools.

Assess

- Information is gathered from a range of sources, including teachers, parents, the student themselves, and, where relevant, previous schooling or external reports.
- This stage focuses on understanding not only the student's level of English proficiency, but also their wider learning profile: strengths, prior attainment, cultural background, and any barriers to participation.
- In Junior School, assessment may include language screening on entry, classroom observations, and discussion with families. In Senior School, it may also include more formal baseline assessments and review of academic writing and comprehension.
- The aim is to build a rich, accurate picture of the student's needs before any decisions about support are made.

Plan

- Based on the assessment, a personalised EAL Learning Support Profile is created. This outlines priority strategies, specific outcomes, and responsibilities for teachers and support staff.
- Plans are developed collaboratively, with input from teachers, the Junior School SENDCo or the Head of Student Support and Academic Access in Senior School, parents, and the student.

- Outcomes are designed to be specific, measurable, and achievable, and include both language development targets (such as vocabulary acquisition or extended writing skills) and broader academic goals (such as participation in class discussion or confidence in presentations).
- Where appropriate, cultural and social integration goals are also included, recognising that language development is inseparable from belonging and confidence.

Do

- Strategies and interventions are put into practice consistently across lessons and wider school life. This may include in-class scaffolding, targeted small-group support, pre-teaching of key vocabulary, and structured opportunities for spoken English.
- Classroom teachers remain the primary agents of support, embedding EAL strategies into their teaching through differentiation and inclusive pedagogy.
- Additional support may be layered in where needed, such as targeted literacy programmes, guided reading, or one-to-one language mentoring.
- Support is designed to build independence and integration, not to remove students from mainstream learning unless strictly necessary.

Review

- Progress is evaluated regularly, with the frequency reflecting the stage of schooling: termly in the Junior School, and half-termly in the Senior School where academic demands are greater and adjustments may need to be made more swiftly.
- Reviews consider both quantitative measures (such as assessment data and language proficiency levels) and qualitative feedback (teacher observations, student voice, parental input).
- Where strategies are effective, they are consolidated and extended; where less progress is made, alternative approaches are explored.
- The review cycle ensures that provision is dynamic and responsive, adapting to the student's evolving needs as they become more confident and fluent.

Transition

- **Junior → Senior:** Formal handover between Junior School SENDCo and Senior School Head of Student Support and Academic Access, including a detailed review of each student's needs.
- **Other Entrants:** Senior staff liaise with feeder schools and families to ensure smooth transition and accurate initial assessment of language needs.

Reasonable Adjustments

At South Hampstead High School, we are committed to ensuring that no student is placed at a substantial disadvantage because of language barriers or additional needs. In line with the Equality Act 2010, reasonable adjustments are made to policies, teaching, and day-to-day provision so that every student can participate fully in school life.

Examples of reasonable adjustments may include:

- Adapted seating arrangements to support access and participation.
- The use of scaffolding strategies, such as sentence frames or structured writing supports.
- Visual aids and key vocabulary lists to reinforce understanding.
- Additional time for tasks or assessments, where this reflects the student's normal way of working.
- Support with note-taking or adapted resources to reduce cognitive load.

Junior School

In the Junior School, adjustments are typically woven into the fabric of daily classroom practice. Strategies such as visual timetables, guided group work, and structured talk activities support developing learners. Teachers place a strong emphasis on building confidence through modelling, repetition, and encouragement, while the Junior School SENDCo oversees targeted interventions and works closely with families to ensure adjustments are responsive to individual needs.

Senior School

In the Senior School, adjustments are made with an increasing emphasis on independence and preparing students for the demands of public examinations and higher education. This may include differentiated resources, the provision of glossaries or language scaffolds, and access arrangements for assessments, such as extra time. The Head of Student Support and Academic Access works closely with subject teachers to ensure reasonable adjustments are consistently applied across the curriculum and are subject to regular review, particularly as students progress through key stages.

Ongoing Review

These adjustments are not static but evolve with the student's progress. They are monitored and reviewed regularly, in close collaboration with parents, teachers, and the relevant staff (the Junior School SENDCo or the Head of Student Support and Academic Access in the Senior School). This ensures that support remains both proportionate and effective, enabling students to flourish academically and personally while building increased independence.

Reasonable Adjustments in Practice

Area	Junior School	Senior School
Classroom Environment	Visual timetables; seating close to teacher or peers for support; use of manipulatives and concrete resources.	Seating to reduce distractions; access to subject-specific glossaries; use of technology for note-taking or recording.
Teaching & Learning	Scaffolded tasks with sentence starters, writing frames, and visual prompts; guided group work and repetition; modelling and shared reading.	Differentiated resources; structured note-taking frameworks; independent study strategies; targeted subject vocabulary lists.

Assessment & Tasks	Additional time for writing tasks; oral explanations supported with visuals; reduced or adapted homework where appropriate.	Access arrangements for formal assessments (e.g., extra time, reader/scribe, word processor); advance provision of key vocabulary or preparatory materials - dependent on number of years in English instruction.
Language Support	Repetition, visual cues, and simplified instructions; targeted small-group interventions.	Language scaffolds (e.g., essay frames, model answers); extended reading time; clarification opportunities in tutorials or clinics.
Pastoral & Wellbeing	Frequent check-ins with class teacher; parent communication led by Junior School SENDCo; emphasis on confidence-building and inclusion in group activities.	Structured mentoring or study skills support; regular review meetings with Head of Student Support and Academic Access; preparation for transition to exams and beyond.

Examination Access and Reasonable Adjustments for EAL students

EAL students may be entitled to reasonable adjustments in both internal and external assessments. These may include, for example, additional time, use of a word processor, or other arrangements that support fair access without altering the integrity of the assessment.

All decisions are made in line with JCQ regulations and are firmly based on a clear evidence base of the student's normal way of working. This ensures that any adjustments reflect classroom practice rather than being introduced solely for assessment purposes.

Support for developing the academic English required for examinations is not provided separately at the point of testing, but rather embedded within day-to-day subject teaching and, where appropriate, targeted interventions. This approach builds students' confidence, independence, and competence over time, preparing them to demonstrate their knowledge and skills on an equal footing with their peers.

Exam Access and Support for EAL students: Junior and Senior

Phase	Examples of Support and Adjustments	Notes
Junior School	<ul style="list-style-type: none"> • Additional processing time for written tasks and assessments • Use of visual prompts, glossaries, and simplified instructions • Oral explanations of key vocabulary and task requirements • Opportunities to demonstrate understanding in alternative formats (oral responses, mind maps, visual organisers) • Gentle scaffolding during internal assessments 	Adjustments focus on building confidence and ensuring students can demonstrate learning without undue language barriers. No formal JCQ arrangements apply at this stage.
Senior School	<ul style="list-style-type: none"> • Formal exam access arrangements in line with JCQ regulations (e.g., extra time, use of a word processor) • Modified papers or adapted resources where appropriate • Development of subject-specific academic vocabulary embedded in teaching • Practice of exam-style questions with scaffolds gradually reduced • Evidence of normal way of working used to support applications for access arrangements 	Access arrangements must be evidence-based and consistent with classroom practice. Applications are made in collaboration with the Head of Student Support and Academic Access and the Examinations Officer.

Flow of Process for Exam Access Arrangements- Senior school

Stage	Process	Responsibility
1. Identification	Teachers, parents, or students raise concerns about exam performance and possible barriers.	Teachers / Parents / students
2. Initial Support	Classroom strategies are trialled (scaffolds, extended time for tasks, vocabulary support). Evidence of the student's <i>normal way of working</i> is collected.	Class Teachers / Subject Teachers
3. Evidence Gathering	Teachers document strategies used and their impact. Feedback is shared with the Head of Student Support and Academic Access (Senior).	Teachers/ Head of Student Support
4. Assessment & Review	Where required, assessment by a qualified assessor arranged (from Year 9 for JCQ). Evidence reviewed against JCQ criteria.	Head of Student Support and Academic Access/ Qualified Assessor
5. Decision & Application	Access arrangements agreed and submitted via the Exams Officer. Parents and students are informed of the decision.	Head of Student Support / Exams Officer
6. Implementation & Monitoring	Arrangements applied consistently in internal and external exams. Effectiveness reviewed to ensure alignment with the student's normal way of working.	Teachers/ Head of Student Support and Academic Access

11. Monitoring and Evaluation

- **Junior School:** SENDCo and Deputy Heads evaluate EAL provision annually, reviewing impact on student progress and adjusting strategies.
- **Senior School:** Head of Student Support and Academic Access and Deputy Head Academic monitors provision termly and through team meetings.

- **Whole School:** This policy is reviewed annually, with input from staff, students, families, and in alignment with the GDST Inclusion Strategy.