



Francis Holland Schools

## English as an Additional Language (EAL) Policy

**This policy applies to:**

**Francis Holland Regent's Park Francis Holland Sloane Square Francis Holland Prep**

Where there are differences between the schools these have been clearly highlighted.

Policy owner	RP: Deputy Head (Academic) SSq: Senior Deputy Head Academic Prep: Deputy Head (Curriculum and Co-Curriculum)
Type of policy	Regulatory. This policy addresses ISI Regulatory Requirements Part 1, Para 2 and Part 6, Para 32.
Last reviewed / approved by / date	Education Committee: 5 <sup>th</sup> November 2024
Next school review due	Autumn 2025
Next council review due	Spring 2026
This version published	6 <sup>th</sup> November 2024
Circulation	<input type="checkbox"/> Trust Website <input checked="" type="checkbox"/> Schools' Websites <input checked="" type="checkbox"/> Schools' Sharepoints <input type="checkbox"/> FHS People All policies are available from the Trust Office, Francis Holland Schools Trust, 35 Bourne Street, London, SW1W 8JA
Linked Policies	<ul style="list-style-type: none"><li>• Equal Opportunities</li><li>• Learning Needs Policy</li></ul>

### Revision History

This section should be completed by the reviewer each time this policy is reviewed

Changes made [Brief description of edits]	Date
New policy	November 2024

## **Definition**

Francis Holland Schools Trust adopts the DfE definition of English as an Additional Language (EAL) to refer to “a pupil whose first language is other than English: First language is the language to which the child was initially exposed during early development and continues to be exposed to this language in the home and community.” (Department for Education, 2019)

EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country but an English-speaking school;
- Born abroad, but moved to England at some point earlier in their childhood;
- Born in the UK, but in a family where the first language is not English.

'EAL' therefore covers a broad spectrum of competence, knowledge, and prior experience.

## **Policy Statement**

The effective use of written and spoken English, alongside the broader development of linguistic skills, forms an essential aspect of each school curriculum in the Francis Holland School's Trust. Within our school communities, many other languages exist side-by-side and pupils are encouraged to celebrate the positive effects of learning foreign languages and the cultures that are associated with them. Our approach to supporting pupils for whom English is an additional language is necessarily flexible, thereby allowing the school to incorporate the needs of different pupils, while at the same time allowing them to benefit from relevant support and pedagogical strategies. Given the academically selective nature of our schools, and the rigorous admissions process (which includes a specific focus on the use of English), few pupils at the Francis Holland Schools Trust who we have identified as having EAL have difficulty in accessing our curriculum. We track the progress of EAL pupils carefully and, if we have concerns about the progress of EAL pupils, 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 Team in advance of a pupil's arrival. The relevant school SENCO uses the information collated via these processes to compile a register of pupils who have been identified as having EAL. The progress of these pupils is tracked over time through analysis of internal tracking data, end-of-year and public examinations. At any point in the academic year, staff may raise concerns about the impact of pupils' first language on the accessibility of our curriculum, meaning that pupils may be added to the school's EAL register, if necessary.

## **EAL Support in the Classroom**

The Francis Holland Schools Trust expects teaching staff to provide pupils with high quality adaptive teaching. This is the first step in meeting the needs of all pupils. All teachers are made aware of pupils' needs, the support provided and useful teaching strategies and approaches to use in the classroom via the information on the school Management Information System (iSAMS) and the relevant school SharePoint.

For those pupils who arrive at the Francis Holland Schools Trust with EAL needs, and those pupils who are later identified as having EAL needs, we will provide support in English language learning through the curriculum followed. To this end, we will ensure that all teaching staff are responsible and accountable for:

- Identifying EAL pupils in their classes and groups and accessing EAL information on such pupils via the School Management Information System (iSAMS).
- Anticipating individual EAL learning needs and adapting teaching to respond to the needs of pupils within their subject classes and groups, and monitoring those needs accordingly.
- Having a secure understanding of how EAL needs might inhibit pupils' ability to learn, and how best to overcome these challenges.
- Planning provision for pupils who have EAL needs to allow them to celebrate their cultural diversity and to join in the activities of the school alongside all pupils.
- Monitoring and reviewing the progress of pupils with EAL and specific interventions on a regular basis in line with school tracking processes, and liaising with the relevant Head of Year/SENCO.
- Seeking further guidance and assessment where applicable from the SENCO for those pupils with possible EAL needs if the pupil appears to be under-performing.
- Aiming to provide an education that is suitable to the needs of the individual pupil and promotes positive achievement.
- Supplying evidence of use of a bilingual dictionary (and possibly extra time) in class to support exam access arrangements for the use of a bilingual dictionary where this is applicable.

### **Provision of Further Support**

The principal aim of EAL support is to give all pupils whose first language is not English the linguistic ability and confidence to deal with their studies, activities and social interactions while they are at school. The majority of pupils that we identify as having EAL are not in need of any specific academic support beyond that provided in the classroom but, when needs arise, we will implement specific strategies to support pupil progress. Within our EAL provision, we aim to:

- provide group and/or individual classes with a focus on academic English.
- support EAL pupils in specific subjects they are having difficulty with.
- liaise with EAL pupils' 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 pupils improve their subject knowledge, academic skills, to take responsibility for their own learning and to integrate socially. The EAL provision is necessarily flexible to consider the differing abilities and linguistic needs of our pupils, 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. Pupils who have been identified as EAL are carefully monitored at transition points as the increased academic demands may induce barriers previously not experienced

The pastoral team will consider the best way to support the individual on arrival at the school and work with the SENCO, parents and pupils to put plans in place.

### **Success Criteria**

The effectiveness of the approach to supporting EAL pupils will be measured by:

- EAL pupils' levels of attainment in formal school assessments/external tests.
- Pupils' levels of attainment in EAL assessment over time/progress demonstrated by work scrutiny.
- Progress and outcomes of target setting over time.
- Pupils' reports.

- Self-assessment.
- Informal assessment by SENCO/teaching and pastoral staff, e.g. of participation in class, integration into school life etc.
- Where appropriate, the integration of the pupil into school life and a new culture.

## **Appendix: EAL Classification & Approaches**

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### **Francis Holland Regent's Park and Francis Holland Sloane Square**

EAL learners are mainly identified when they register at Francis Holland. On occasions, pupils with EAL needs may be referred by subject teachers to Learning Enhancement (RP)/ Head of Learning Strategies (SSq). They are categorised according to level of need.

- Independent EAL learners - Pupils whose first language is a language other than English but who are sufficiently competent and/or fluent in English that it is not a barrier to their learning.
- EAL learners who may require some support - pupils whose first language is a language other than English and who need some support in achieving competency and fluency through support with vocabulary or grammar. These pupils may require some individual support to allow them to reach their academic potential.
- Profound EAL learners - pupils whose academic progress is severely hampered by a lack of fluency in English. These pupils have limited skills in vocabulary and grammar and lack confidence in their ability to communicate. These pupils may require additional support beyond the classroom.

Depending on specialist staff availability, these sessions are charged for by the school or parents/guardians are expected to make their own arrangements outside school.

### **Francis Holland Prep School**

EAL pupils are categorised on the EAL register following the framework from the Bell Foundation. English language Proficiency in listening, speaking, reading (viewing) and writing is represented by five proficiency bands and each band has a descriptive label:

- A: New to English/Beginning
- B: Early acquisition/Emerging
- C: Developing competence/Expanding
- D: Competent/Diversifying
- E: Fluent.