Halliford School
SHEPPERTON

Students Who Speak English as an Additional Language

September 2026

Mission Statement

Halliford is a school based on strong family values where we know and respect every student as an individual. We encourage and support Hallifordians to flourish and become the best version of themselves that they can possibly be.
We aim for excellence by being academically ambitious but at the same time academically sensitive.

We inspire Hallifordians within a community that is founded on high-quality teaching and learning, outstanding pastoral care and first-class sporting, cultural and co-curricular opportunities.

Halliford School Values & Aims

At Halliford, we aim to provide a broad curriculum that caters for the needs of all learners and prepares students not only for success in GCSE and A-level examinations but also prepares them for the opportunities and challenges they will face as young men and women in the 21st century. Our curriculum should imbue the following Hallifordian values of being:

- Intellectually curious
- Respectful
- Warm-hearted
- Team players
- Creative
- Resilient

Halliford School prides itself on the quality of the teaching and pastoral care provided to its students. To this end, we seek, develop, and retain teachers who value the well-being and individual progress of each student. Our aims are as follows:

- To provide a stimulating learning environment for boys 11-18 and girls 16-18 where we promote academic excellence and provide opportunities to realise the full potential of every individual to become the best version of themselves
- To provide a warm-hearted family ethos in which every student is known and valued as an individual
- To enable each individual to discover and develop his / her talents, character, creativity, resilience and ability to work within a team by providing a balanced and wide-ranging co-curricular programme
- To create an environment in which all members of the school community feel supported and valued and able to contribute positively to the lives of others by providing a framework of outstanding pastoral care

- To equip our students for the world they will encounter beyond Halliford School

Introduction

Halliford School aims to provide an environment in which all students can thrive, regardless of nationality, first language, language exposure, language acquisition or literacy level. The policy is also ensuring that that the school meets the requirements of the Independent Schools Regulations 2014 (and as subsequently amended (no relevant changes in the 2026 update)) in matters relating to those students for whom English is an additional language. The policy is enacted to ensure students use English confidently and competently and as a means to learning across the curriculum by making appropriate provision of teaching and resources for students for whom English is an additional language.

Definition

The definition of an EAL student at Halliford School is:

"A student who is exposed, to a significant level, a language other than English"

We understand that this is a broader definition than many institutions; however, we believe that in using this definition we can support students who speak English as their first language, but may also be exposed to other languages, such that their fluency and idiosyncratic understanding of the English language may be lessened by the presence of any additional languages.

Responsibilities:

The Headmaster will be responsible for reporting to the Governing Body on the operation of all matters relating to EAL.

The SENDCo / Assistant SENDCo will record which students are identified as EAL and share this information with staff. They will receive reports from teachers throughout the school in all matters relating to EAL provision, and will provide, as requested, the number of EAL students for the completion of census returns. They will also enact provision for students who are identified as EAL alongside the Head of Literacy and other staff.

Teaching staff will record which of their students speak EAL, make adjustments to their teaching as required, and report any concerns with regard to EAL to the SENDCo and Head of Literacy.

Identification

All current students at Halliford School are surveyed to identify which languages other than English are spoken, read, written or listened to at home. As part of the survey, families are asked to state if the usage of an additional language is significant.

Halliford School recognises that there is not a type or stereotype of EAL student. Therefore, every student who student who is identified by the survey is spoken to, in order to ascertain their level of other language involvement.

This survey will become a standard part of the admissions process from 2026 onwards.

Provision

Universal Provision

In line with the SEN policy, the first level of support for any EAL student be universal provision, where quality first teaching would allow all students to make excellent progress.

Targeted Provision

As already stated, we recognise that EAL students are a heterogenous population. Provision for their need must not be, and is not, at Halliford School a 'one-size-fits-all' intervention. Therefore, once identified as being an EAL student, a student will meet with either the SENDCo, assistant SENDCo or Head of Literacy to ascertain what level of support is required. Should we identify that support is required, it may take any of the following forms:

- One-to-one support in literacy either in place of a timetabled lesson or outside of a student's active curriculum. N.B There is a charge associated with such sessions, which are also subject to VAT.
- Reading Intervention – taking place at form time or lunch time as part of a group which is age appropriate and staffed by Learning Support Teachers.
- Spelling Intervention - taking place at form time or lunch time as part of a group which is age appropriate and staffed by Learning Support Teachers.
- Wordshark assignments to aid spelling.
- Touch typing club to aid writing / typing speed.
- Vocabulary journal usage continuing after Year 7 to aid vocabulary expansion.
- Continued use of Bedrock programme and increased monitoring to aid vocabulary expansion.

- Any other practicable strategy befitting a mainstream independent school that would support a specific EAL student.

In many cases, pupils are found to be fluent in English and so will be supported by quality—first teaching and monitored by the tutor, who will review grades and reports, and flag concerns should they arise.

All subject teachers have access to each pupil's EAL status, which is recorded in the school's management information system, along with additions to their learner profile where relevant.

The school has always been aware that for some parents, English is not their first language and has always ensured communication enables them to be fully involved with the education of their child. Other relatives with proficient English have always been welcome at Parents' Evenings and consultations. The school has never had a request from a parent for reports to be provided in any language other than English.

Teachers monitor the progress of pupils who speak EAL to ensure that they are making expected progress in their subject and EAL will become one of the pupil categories reviewed as part of academic review meetings.