



HANFORD PREP

Policy for English as an Additional Language



Executive Summary

This policy outlines the tailored support at Hanford Prep for pupils who speak English as an additional language, aiming to help them integrate fully and succeed academically and socially in the school environment.

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Contents

Introduction.....	2
Aims of the School	2
Admissions.....	2
Induction	3
Assessment and Teaching	3
Curriculum and Examinations	3
Additional Charges.....	4
Inclusion and Equal Opportunities.....	4
Complaints.....	4
Monitoring and Review	4
Appendix 1: Summary of Changes	4
Appendix 2: The Bell Foundation EAL Assessment Framework	4

Introduction

Hanford Prep is a boarding and day school for pupils aged 7 to 13. Each year we welcome a number of pupils for whom English is not their first language. They come to Hanford to take advantage of the wide array of opportunities and activities which the school has to offer as well as to immerse themselves in an English school environment.

The aim is to equip them with the language skills they need to accomplish this and to make their experience at Hanford positive, memorable and successful.

Aims of the School

The aims of the school, as set out in the website are:

- **Fulfilling Potential** - To recognise the breadth of academic capabilities and requirements and enable each pupil to do the very best that she can.
- **Nurturing Talent** - To provide the opportunity, encouragement and support for each pupil to pursue and expand her interests both within and beyond the classroom.
- **Valuing Individuality** - To recognise that each pupil develops at her own speed, with her own interests, abilities and needs; and to maintain the flexibility to respond accordingly.
- **Encouraging Respect** - To help the pupils to look beyond themselves, to learn about living with others, being part of a wider group and taking care of each other's needs.
- **Cherishing Childhood** - To provide the time, the opportunity and the environment for free play.

Admissions

A copy of the school's admissions policy can be found on the website.

‘We are committed to ensuring that all pupils can be integrated into the academic, social and broader life of the school. A reasonable level of English is therefore preferable when pupils arrive at Hanford. Additional support in English as an Additional Language (EAL) may be required and provision can be discussed in advance of entry.’

Induction

Pupils are encouraged to visit for a taster day/overnight stay and are invited to events to allow them to get to know Hanford.

Assessment and Teaching

Upon arrival, pupils will complete a ‘Pre-Entry’ test paper in order to gauge their general English skills and establish the level of support that may be required. In some cases they will have the opportunity to speak to the Head of Learning Support or EAL Coordinator via a Skype or Zoom call.

On arrival, pupils are assessed to establish their skills in Reading, Writing, Speaking and Listening. This helps to target specific areas for development.

Hanford has staff qualified in the teaching of English as an Additional Language. Qualified staff may also be employed on a peripatetic basis according to need.

The provision of additional EAL lessons is flexible and offered according to need and the wishes of parents.

If extra costs are going to be incurred for additional EAL lessons, either the Head or Deputy Head will liaise with parents to ascertain the number of lessons the pupils should receive. These lessons may be 1-1 or in small groups. Some lessons may need to be in place of other curriculum subjects. The additional lessons will aim to reinforce grammatical understanding, extend vocabulary and develop confidence in a fun, active and supportive environment.

Depending on level of need, some pupils will be offered a programme of 1 to 1 lessons in order to support the rapid development of their English skills.

Some pupils may receive additional EAL tuition during timetabled Latin lessons if they are not required to learn Latin. Alternatively, they may be set EAL work to complete during this time.

For those pupils whose language skills are advanced, or whose stay at Hanford may extend beyond one academic year, it is expected that additional language support may eventually no longer be required and they will participate in all classes offered at Hanford.

Curriculum and Examinations

Within their additional English classes, pupils broadly follow the Cambridge English syllabus.

At the end of the Autumn and Summer Terms, their progress will be assessed by sitting a Cambridge English sample test paper according to their level. (A1 Movers or Flyers; A2 Key for Schools; B1 Preliminary English Test for Schools. Occasionally, pupils will be given a Cambridge B2 level test, but if they have reached this standard, they will usually be expected to sit exams in each subject alongside their English-speaking peers.)

If necessary, test papers in each subject will be adapted according to the level of English that has been achieved.

Progress is tracked in line with the whole-school assessment policy.

Additional Charges

Extra charges may be incurred for additional English classes which the pupils receive.

Inclusion and Equal Opportunities

EAL students are fully included in all aspects of school life. Cultural diversity is celebrated across the curriculum and in school events.

Pupils are integrated into mainstream lessons and activities. Therefore, all staff take responsibility for developing their confidence and fluency. All teachers:

- have high expectations of EAL pupils, encouraging full participation in lessons and in group-work activities;
- offer opportunities for differentiated work and alternative methods of recording knowledge;
- recognise that pupils' conceptual thinking may be in advance of their English language skills;
- give time for pupils to process their answers and support their vocabulary development;
- where necessary, provide topic-based vocabulary before the start of each term to encourage 'pre-learning' of the essential language they will meet in the key subjects.

Complaints

Any complaints about the operation of this policy should be addressed to the Head, who will provide a copy of the Complaints Policy upon request.

Monitoring and Review

Hanford's policy for English as an Additional Language will be monitored and reviewed annually, and adapted to meet student needs, in consultation with the Head, Deputy Head, EAL Coordinator, Admissions, and any other interested parties.

Appendix 1: Summary of Changes

- This is the first issue of this policy in the updated policy format.

Appendix 2: The Bell Foundation EAL Assessment Framework

From January 2026 the following resources will be used to assess EAL pupils:

- [EAL Assessment Framework – Primary - The Bell Foundation](#)
- [EAL Assessment Framework – Secondary - The Bell Foundation](#)