



ALTRINCHAM GRAMMAR SCHOOL FOR BOYS

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Nominated Lead Member of Staff:	SW
Last Review Date:	September 2026
Next Review Date:	September 2028

1. Introduction

At Altrincham Grammar School for Boys, we recognise and value the linguistic and cultural diversity of our school community. We are committed to ensuring that pupils who use English as an Additional Language (EAL) are fully included in school life and have access to a broad, ambitious curriculum.

We recognise that pupils who use EAL have a wide range of backgrounds, educational experiences and levels of English proficiency. EAL is not an indicator of ability or, in itself, a special educational need. High prior attainment should not be taken as evidence on its own, that a pupil has no language-learning need.

2. Aims

Our EAL provision aims to:

- identify pupils who use EAL as early as possible;
- establish individual language needs through appropriate assessment;
- ensure pupils have full access to the curriculum;
- develop confidence and proficiency in academic and everyday English;

- maintain high expectations of achievement and progress;
- monitor the progress of all pupils who use EAL alongside their peers;
- provide targeted intervention where a need is identified;
- ensure EAL is not confused with SEND or low ability;
- work positively with parents and carers.

3. Identification

Pupils who use EAL will be identified when they join the School in Year 7 or if they are an in-year entry student.

Information will be gathered through the admissions and transition process and may include:

- information provided by parents and carers;
- the pupil's home language(s);
- previous school records;
- previous educational experience;
- school census and pupil data;
- information provided during transition.

The current DfE definition is that a pupil is recorded as EAL where they are exposed at home to a language known or believed to be other than English. Importantly, **EAL status is not a measure of English proficiency.**

Identification as EAL does not automatically mean that a pupil requires additional support. The level of support will be determined by their individual language proficiency, progress and educational needs. The School recognises that there is a distinction between EAL status and English Language Proficiency.

EAL Status

A pupil's demographic/language classification.

English Language Proficiency

The pupil's actual ability to understand and communicate in English, assessed through listening, speaking, reading and writing.

4. Assessment and Identification of Need

The School will assess pupils' starting points and identify language needs. Assessment will consider listening, reading, speaking and writing.

Assessment will include:

- prior attainment and transition information;
- reading assessment data;
- English language and literacy assessment;

- writing and extended writing;
- speaking and listening;
- vocabulary and comprehension;
- English lesson assessments and classwork;
- GCSE and other assessment data, where applicable;
- progress data over time;
- classroom observation;
- information from pupils, parents and previous schools.

All teachers have responsibility for identifying and responding to language demands within their subject. English lessons provide an important additional opportunity to assess literacy and language development. Teachers will consider whether difficulties relate to areas such as vocabulary, reading comprehension, written expression, grammar, academic language or understanding of instructions.

Where appropriate, the School may use a recognised EAL assessment framework to establish a pupil's level of English language proficiency and identify appropriate next steps.

Assessment will seek to distinguish between a pupil's subject knowledge and understanding, and their ability to communicate that knowledge in English.

5. Tracking and Monitoring

All pupils who use EAL will be recorded on Arbor. The Deputy Head - Academic will monitor pupils' academic progress and English language development from their individual starting points, taking account of prior education, English proficiency and other relevant factors. Where students are not fluent English speakers, the School will identify the Proficiency levels using the Bell Foundation's five point scale.

<https://www.bell-foundation.org.uk/resources/eal-assessment-framework/levels-of-proficiency-in-english/>

Level	Stage
A	New to English
B	Early Acquisition
C	Developing Competence
D	Competent
E	Fluent

The School will monitor whether EAL pupils are:

- making appropriate progress;
- developing their English language proficiency;
- accessing the full curriculum;
- achieving in line with their potential;
- participating successfully in lessons;

- requiring additional support.

Pupils with EAL will not be expected to make progress solely because they have received an intervention. The effectiveness of any support will be evaluated through subsequent assessment and progress information.

6. Teaching and Learning

High-quality classroom teaching is the main form of EAL support.

Teachers will:

- maintain high expectations;
- explicitly teach key vocabulary and academic language, deliberately extending pupils language over time;
- provide clear instructions and model examples;
- use visuals, diagrams and other appropriate resources;
- provide structured opportunities for speaking and listening;
- use questioning and discussion to develop language;
- provide appropriate scaffolding, such as sentence starters, word banks and writing frames;
- check understanding regularly;
- provide opportunities for collaborative learning;
- support pupils to develop increasing independence.

Teachers should enable pupils to access the same ambitious curriculum as their peers wherever possible. Language should be supported without unnecessarily reducing the level of challenge.

7. Intervention

Where assessment, tracking or teacher observation identifies a specific language or literacy need, appropriate intervention will be considered. Any intervention will take place alongside the existing curriculum and will not replace mainstream teaching unless in exceptional circumstances.

Intervention may include:

- targeted vocabulary development;
- reading or comprehension support;
- writing and academic language support;
- speaking and listening activities;
- small-group or individual intervention;
- additional support for newly arrived pupils;
- targeted support linked to curriculum or examination requirements.

Intervention will be based on identified need, have clear intended outcomes and be reviewed regularly.

Where appropriate, pupils will be reassessed following intervention to determine its impact and whether further support is required.

8. EAL and SEND

EAL and SEND are separate areas of need, although a pupil may have both.

Where concerns arise about a pupil's progress or development, staff will consider their English language development alongside their prior educational experience, attainment, response to teaching and wider needs.

The EAL lead (Deputy Head – Academic) and the SENDCO will work together where appropriate to ensure that language acquisition difficulties are not incorrectly identified as SEND and that genuine SEND is not overlooked because a pupil has EAL.

9. Home Languages and Parents/Carers

The School values pupils' home languages and recognises the contribution that multilingualism makes to learning and the wider School community. Multilingualism is an asset and a resource for learning that can support conceptual understanding, vocabulary acquisition and activating prior knowledge.

Where necessary, appropriate interpretation or translation will be used to ensure effective communication with parents and carers.

The School will work with families to remove barriers. This might include parent consultation about language and educational history, accessible communication and regular communication about where intervention is working.

10. Roles and Responsibilities

The Senior Leadership Team will provide strategic oversight of EAL provision and ensure that appropriate systems, resources and support are in place.

The EAL lead (Deputy Head (Academic) and SENDCO will co-ordinate identification, assessment and intervention; advise staff; monitor EAL pupils' progress; and work with the SENDCO, pastoral teams, parents and other relevant staff.

Teachers are responsible for supporting the language development of pupils who use EAL, planning appropriately for language as well as subject learning, and identifying pupils who may require additional support.

All staff are responsible for creating an inclusive environment in which pupils' languages, cultures and identities are respected.

The School will provide appropriate professional development to ensure that staff understand EAL, English language proficiency, effective EAL pedagogy, assessment and the distinction between EAL and SEND.

11. Monitoring and Review

The effectiveness of EAL provision will be monitored through pupil progress data, assessment information, intervention outcomes, classroom practice and feedback from pupils, staff and parents/carers where appropriate.

The School will review the progress and provision of pupils with EAL regularly and will adapt support where a need is identified.

This Policy should be read alongside the School's Inclusion Strategy, SEND Policy, Curriculum Policy, Assessment Policy, Reading/Literacy provision, Equality/Anti-Racism Policy, Attendance Policy and Safeguarding and Child Protection Policy.

This Policy will be reviewed bi-annually.

References

The Bell Foundation – How to write an EAL Policy

Ofsted – State-funded School inspection toolkit, September 2026

Ofsted – Education Inspection Framework

DfE – School Census 2026/27: language/EAL definitions