



Merchant Taylors' Schools, Crosby

English as an Additional Language Policy

Policy Owner	Headteacher
Policy Author	Head of Learning Support
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Relevant legislation/guidelines	ISSR 2014 (as amended); DfE Independent school standards guidance (April 2026); Equality Act 2010; SEND Code of Practice: 0 to 25 years; EYFS statutory framework where relevant; JCQ Access Arrangements and Reasonable Adjustments 2025/26

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1 Aims

- 1.1 This is the EAL Policy of Merchant Taylors' Schools, Crosby [the School].
- 1.2 The purpose of this policy is to set out how the School identifies, assesses, monitors and supports pupils for whom English is an additional language, so that they can access the curriculum, make good progress, participate fully in school life and, where relevant, access internal and external assessments appropriately. The School values bilingualism and multilingualism as strengths and is committed to equality of opportunity, inclusion and high expectations for all pupils
- 1.3 The aims of this policy are as follows:
 - 1.3.1 to identify and support EAL pupils in using English confidently and competently as a means of learning across the curriculum;
 - 1.3.2 to enable pupils to access internal and external assessments fairly and appropriately, including examination access arrangements where permitted and justified under current JCQ regulations;
 - 1.3.3 to create a diverse and inclusive learning environment where an international community and linguistic diversity are seen as clear strengths;
 - 1.3.4 within EYFS and Stanfield, to take reasonable steps to provide opportunities for children whose home language is not English to develop and use their home language in play and learning, and to support their language development at home, while ensuring that children have sufficient opportunities to learn and reach a good standard in English during the EYFS; where a child does not yet have a strong grasp of English, practitioners will explore the child's skills in the home language with parents/carers in order to help establish whether there is cause for concern about language delay;
 - 1.3.5 to assess, track and review pupils' English language development using the School's internal assessment framework and to use that assessment information to plan teaching, intervention and support;
 - 1.3.6 support pupils in accessing and understanding curriculum subjects and in completion of preparation and coursework tasks;
 - 1.3.7 where appropriate, to prepare pupils for IELTS or other English-language proficiency requirements in line with the Admissions Policy and individual course or entry requirements;
 - 1.3.8 provide training and support for teachers and assist departments in supporting EAL pupils in their acquisition of English language skills across the curriculum.
 - 1.3.9 to ensure that staff understand their shared responsibility for supporting pupils with EAL across the curriculum and for promoting inclusion, participation and progress.

Throughout this policy these pupils are referred to as EAL pupils. We are committed to all pupils being fully integrated into the School and due regard will be paid to individual needs, in consultation with pupils, parents, guardians and teachers.

Our policy is that wherever possible, EAL pupils have access to the whole school curriculum and to the full range of extra-curricular activities the School provides. Thus, all pupils, will be able to enter the School community with ease, confidence and understanding and are supported in achieving their academic potential.

2 Definition

- 2.1 For the purposes of this policy, a pupil is regarded as having English as an additional language where the pupil's first language is known or believed to be other than English; that is, where the pupil has been exposed to a language other than English during early development and continues to be exposed to that language in the home or in the community. Information about a pupil's first language will be obtained from the parent, guardian or pupil and will not be ascribed by the School.
- 2.2 Having EAL is not, in itself, a special educational need. However, some pupils with EAL may also have SEND and/or a disability, and assessment will seek to distinguish between language acquisition, SEND and any other barrier to learning.

3 Rationale

- 3.1 The School is committed to making appropriate provision for teaching and learning for pupils for whom English is an additional language.
- 3.2 The School will identify each pupil's strengths and needs, recognise the knowledge, skills and experiences they bring, and ensure appropriate support and, where relevant, reasonable adjustments so that pupils with EAL can access the curriculum, wider school life and assessment. All teachers are teachers of language as well as of their subject and share responsibility for supporting pupils' academic language development. Lack of fluency in English will not be equated with low ability, lack of prior learning or special educational need.
- 3.3 The School will seek to ensure that pupils with EAL are able to participate fully in lessons, enrichment, educational visits, co-curricular provision and the broader life of the School, with support proportionate to need.

4 Admissions and Assessment

- 4.1 Applicants with EAL will be subject to the School's usual admissions procedures. The School may gather additional information about first language, prior schooling, literacy in any home language, previous English-language provision and any SEND or disability in order to plan suitable support.
- 4.2 Where appropriate, admission assessment may include the School's usual entrance assessment processes together with proportionate English-language screening, so that the School can identify the level and type of support that may be required on entry
- 4.3 Where EAL needs are identified on the application form or through liaison with a previous school, the Learning Support / EAL team will undertake proportionate on-entry assessment of speaking, listening, reading and writing in English and will consider any relevant information about prior attainment and home language.
- 4.4 For School entrance assessments, support arrangements may be considered on a case-by-case basis so that applicants can demonstrate their aptitude fairly. For public examinations and

qualification assessments, access arrangements will be made only where permitted by current JCQ regulations and where they reflect the candidate's normal way of working

- 4.5 Where the School sets an English-language threshold for Sixth Form admission, this will be published and applied consistently through the Admissions Policy. Any requirement for IELTS or equivalent evidence, and any associated support programme, will be made clear to applicants at the point of offer.
- 4.6 Information about identified EAL needs, agreed support and any relevant examination arrangements will be recorded and shared with appropriate staff in accordance with the School's data handling procedures.

5 Assessment

- 5.1 Teaching staff and the Learning Support / EAL team will assess pupils' English language development regularly and use that information to plan teaching, intervention and review.
- 5.2 Assessment may include classroom observation, work scrutiny, reading and writing tasks, spoken language evidence and, where helpful, reference to the School's internal EAL / CEFR-informed descriptors. Assessment information will be recorded, reviewed and shared with relevant staff.
- 5.3 For internal and external examinations, the Examinations Office will implement permitted access arrangements in accordance with current JCQ regulations. A bilingual translation dictionary may be used only where JCQ permits it and where it reflects the candidate's normal way of working. Additional time linked to EAL will only be sought where the published JCQ criteria are met.
- 5.4 In EYFS, communication, language and literacy will be assessed in English in accordance with the EYFS framework. Where a child does not yet have a strong grasp of English, practitioners will also explore the child's skills in the home language with parents/carers to help determine whether there is cause for concern about language delay.

6 Planning, Monitoring and Evaluation

- 6.1 Each pupil with EAL will have their level of English reviewed regularly by the Learning Support / EAL team and relevant teaching staff. Review frequency will be determined by need and stage of language acquisition, and outcomes will inform teaching, intervention and targets
- 6.2 Staff will observe, assess and record pupils' developing use of spoken and written English across the curriculum and in the wider life of the School.
- 6.3 Subject teachers will set suitably ambitious outcomes, scaffold learning appropriately and distinguish between cognitive challenge and linguistic demand, so that pupils with EAL can access challenging work and make progress.

- 6.4 Parents/carers will be kept informed of progress and of any significant decisions about support, intervention, examination arrangements or transition. School records will include relevant information on identified needs, support in place, progress and review outcomes so that provision can be monitored and adjusted.
- 6.5 Where pupils transfer between phases or key stages, relevant information about EAL needs, strengths, assessment and effective strategies will be shared with receiving staff to support continuity and successful transition.

7 Provision

- 7.1 The School recognises that conversational English may develop more quickly than the academic language needed for reading, writing and curriculum study. Pupils with EAL may therefore require targeted support over time in order to secure full access to learning and to demonstrate their understanding effectively
- 7.2 Typical provision and classroom strategies may include: explicit teaching of vocabulary and subject-specific language; modelling of spoken and written English; structured opportunities for speaking and listening; collaborative learning; checking understanding; pre-teaching and revisiting key language; visual, practical and contextual support; writing frames and guided reading/writing; appropriate bilingual resources; culturally inclusive texts and examples; regular feedback; targeted intervention; and liaison between subject staff, tutors, Heads of Year, Learning Support / EAL staff and, where appropriate, parents/carers.
- 7.3 The School promotes confident spoken English for learning, participation and social integration. This does not prevent the appropriate use of a pupil's home language where this supports access to learning, wellbeing, identity or communication with home; EYFS practice will reflect the requirements of the statutory framework.

8 Special Educational Needs and More Able Pupils

- 8.1 The School recognises that EAL and SEND are distinct, although they may coexist. Where SEND is suspected, assessment and provision will be made in accordance with the SEND Policy and, where relevant, the School's duties in relation to reasonable adjustments. The School also recognises that some pupils with EAL will be high-attaining or more able; limited fluency in English will not be taken to indicate lower cognitive ability, and provision for more able pupils will remain available.

9 Further EAL Support

- 9.1 To access the academic and social life of the School successfully, some pupils may need additional support to develop spoken and written English. The School may recommend or require appropriately targeted EAL support, for a defined period or on an ongoing basis, where

this is judged necessary to support curriculum access, progress and wellbeing. Decisions will be made in partnership with parents/carers and reviewed regularly.

Appendix 1 – Assessment Procedure and Graduated Response

- 1.1 On entry, pupils with identified or suspected EAL needs will receive proportionate English language assessment within the first few weeks of admission.
- 1.2 The assessment will consider speaking and listening, reading, writing, classroom access, prior educational experience, information from parents/carers and previous schools, and, where relevant, literacy in the pupil's home language.
- 1.3 Assessment outcomes will be recorded on the School's systems and shared with relevant staff so that teaching can be adapted appropriately.
- 1.4 Pupils will receive a graduated response according to need. Support may include universal classroom strategies, targeted small-group or 1:1 support, short-term intervention, or carefully planned withdrawal from selected lessons where this is in the pupil's best interests.
- 1.5 Withdrawal will not be the default position and will be reviewed regularly to ensure that pupils continue to access a broad and balanced curriculum.
- 1.6 Progress will be reviewed regularly using classroom evidence and the School's internal EAL assessment framework. Teaching strategies, intervention and targets will be adjusted in light of that review.
- 1.7 Where SEND is suspected, the School will assess this separately and in accordance with the SEND Policy, taking care not to confuse EAL with SEND.
- 1.8 For public examinations, access arrangements will be considered and, where appropriate, implemented in line with current JCQ regulations and the candidate's normal way of working. Any English-language entry threshold for Sixth Form study will be set out in the Admissions Policy and applied consistently.

Appendix 2 – Internal EAL Assessment Framework

The School uses an internal EAL assessment framework, informed by classroom evidence to assess progress in speaking and listening, reading and writing. Legacy National Curriculum levels and QCA descriptors are not used as current statutory assessment measures. The framework is used to:

- a) identify starting points;
- b) set and review targets;
- c) inform teaching and intervention;
- d) support reporting to parents/carers and transition between phases; and
- e) help distinguish language acquisition needs from SEND or other barriers to learning.