MOOR PARK

AD DEUM QUI LAETIFICAT JUVENTUTEM MEAM

POLICY FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Reviewed: September 2026
Next Review: September 2027
Policy Owner: Deputy Head & EAL Teacher
Approved by: Richard Kowenicki, Academic Governor

1. Introduction and Statement of Compliance

This policy sets out the provision for pupils for whom English is an Additional Language (EAL) at Moor Park. It has been developed with regard to the following legislation, statutory guidance and regulatory requirements:

- Equality Act 2010
- Education (Independent School Standards) Regulations 2014 (SI 2014/3283), as amended
- Special educational needs and disability code of practice: 0 to 25 years, January 2015, where applicable.
- Education Act 2002, including safeguarding duties
- EYFS statutory framework for group and school-based providers, effective 1 September 2026
- National Minimum Standards for Boarding Schools, revised May 2026
- Keeping Children Safe in Education 2026, effective 1 September 2026

The school will not unlawfully discriminate against, harass or victimise a pupil because of race or any other protected characteristic under the Equality Act 2010. The school recognises that requirements or decisions relating to language may give rise to indirect race discrimination unless they are objectively justified and proportionate.

The school will not unlawfully discriminate in its admissions arrangements. Any assessment of English proficiency will be conducted in accordance with the Admissions Policy and may be used to identify the provision required and determine whether the school can meet the pupil's educational needs.

This policy is published on the school website and is available for inspection at the school during the school day.

2. Definition of EAL

A pupil is recorded as having English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This includes:

- Pupils who are bilingual from birth
- Pupils who use English socially but are not fully fluent
- Pupils who can communicate in English conversationally but struggle with academic language
- Pupils at very early stages of acquiring English
- Pupils born in the UK with limited exposure to English

3. Aims of the Policy

Moor Park is committed to providing high quality teaching and targeted support that raises the achievement and wellbeing of EAL pupils. The aims are to ensure that all EAL pupils:

- Access the full curriculum and wider school life
- Use English confidently and competently
- Use English as a means of learning across subjects
- Draw upon and value their knowledge of their home language
- Develop cultural awareness and effective learning habits

Provision includes explicit support for pupils to develop the academic language required for full access to the curriculum.

In line with the **Equality Act 2010**, the school actively promotes equality of opportunity and fosters good relations between pupils of all linguistic backgrounds.

4. School Context

Moor Park welcomes pupils from a range of cultural and linguistic backgrounds. Languages spoken within the school community include (but are not limited to) English, Spanish, French, German, Arabic.

Approximately 5% of pupils have a home language in addition to English. Many of our EAL pupils are Spanish boarders who join the school for short- or medium-term placements, typically in Years 6–8.

5. Identification and Assessment

On entry to Moor Park, information is gathered about:

- The pupil's linguistic background and competence in other languages
- Previous schooling and educational experience
- Family and biographical background

The pupil's level of English is assessed by the EAL specialist teacher or, in EYFS, by the class teacher or key worker in consultation with parents.

Assessment outcomes, support provided, and pupil progress are recorded in writing and reviewed as part of the whole-school tracking system to ensure that provision remains effective. The Deputy Head has responsibility for ensuring that all identification, assessment outcomes and records of provision for EAL pupils are accurately maintained and updated on iSAMS.

Each identified EAL pupil is added to the **Custom Group 'EAL Pupils'** in iSAMS. If the pupil attends EAL lessons, their Suffolk Reading age is recorded in their Notes section of Pupil Manager on iSAMS.

EAL information and assessment records are processed in accordance with the school's Data Protection Policy, privacy notices and retention schedule. Access is limited to staff who require the information for their role.

Progress is monitored termly and outcomes are used to review provision.

6. Safeguarding and Welfare Considerations

The school recognises that pupils with limited English may be more vulnerable to safeguarding risks. Therefore:

- Safeguarding information is accessible to relevant staff and communicated in an appropriate manner if required.
- Staff remain vigilant to the additional barriers EAL pupils may face when reporting concerns.
- Translation or interpretation support is provided where appropriate.

These measures align with section 157 of the Education Act 2002, Part 3 of the Education (Independent School Standards) Regulations 2014, the DfE Independent School Standards guidance (April 2026), the current ISI inspection framework and inspection handbook, and the National Minimum Standards for Boarding Schools.

Safeguarding arrangements for EAL pupils fully adhere to the requirements of Keeping Children Safe in Education (current version) to ensure that communication barriers do not prevent pupils from being protected.

7. Planning and Differentiation

Teachers differentiate work to meet the needs of EAL learners. When planning lessons, teachers:

- Consider the language demands of the activity
- Provide scaffolding and language models where appropriate
- Use pupils' home languages where appropriate as a learning asset
- Ensure pupils can access content even when their English skills are still developing

8. Specialist EAL Support

Where a pupil requires additional English support, this is provided through:

- Small-group lessons (typically 1–6 pupils), usually two sessions per week
- Specialist programmes tailored to individual needs
- Any chargeable EAL support will be explained and agreed with parents in advance in accordance with the parent contract and published fees arrangements. No charge will be made for a reasonable adjustment which the school is required to provide because of disability.
- Support focuses on:
  - Vocabulary development
  - English grammar and structure
  - Study skills
  - Cultural understanding and integration

9. Key Principles of Additional Language Acquisition

EAL provision is guided by the following principles:

- Language develops best when used for meaningful purposes across the curriculum
- Effective communication underpins learning in every subject
- Vocabulary and concepts must be explicitly taught and reinforced
- Home languages are valued and contribute to cognitive development
- EAL is distinct from SEN, though both may co-exist
- All cultures, dialects, and accents are valued equally
- All staff are responsible for promoting cultural inclusion and ensuring that pupils from all linguistic backgrounds are fully integrated into school life.

10. Recommended Classroom Strategies

Staff use a range of supportive strategies, including:

- **Visual support:** pictures, diagrams, objects, gestures
- **Verbal support:** repetition, modelling, speaking clearly and slowly, rephrasing

- **Peer support:** strategic grouping, buddy systems
- **Language-friendly practices:** avoiding idiomatic expressions when unnecessary, explaining wordplay
- **Cultural sensitivity:** awareness of differing norms, valuing multilingual contributions
- **Comprehension checks:** ensuring instructions are understood without relying on yes/no questions
- **Reading and writing differentiation:** writing frames, cloze activities, simplified texts, contextual vocabulary support

A full list of strategies can be found in the Learning Support Folder on Staff Server.

11. Early Years Foundation Stage (EYFS)

In the EYFS, staff:

- Support children in developing and using their home language in play and learning
- Provide sufficient opportunities for children to learn English and be ready for Year 1
- Assess children's English and, where necessary, assess home language development with parental input

This is consistent with the EYFS statutory framework for group and school-based providers, effective 1 September 2026, and the school's EYFS EAL Policy.

12. Special Educational Needs (SEN) and Able Pupils

Difficulties related solely to limitations in English as an additional language are not special educational needs. Where a pupil is not making expected progress, the school will consider evidence from the pupil's first or home language and wider educational history and will not delay appropriate assessment for SEN or disability.

Most EAL pupils do **not** have SEN. If a pupil is identified as having SEN, they receive the same access to SEND provision as any other pupil.

EAL pupils may also be high-achieving or demonstrate particular talents. Limited English proficiency must not mask high ability.

The EAL teacher and Head of Learning Support liaise closely to ensure accurate assessment.

Where a pupil is disabled, the school will make reasonable adjustments in accordance with the Equality Act 2010. Where a pupil has an EHC plan, the school will take account of the plan and meet all obligations applicable to the school.

13. Pastoral and Boarding Care

Boarding Pupils

Overseas pupils are met at the airport by a school representative or are handed directly into the care of houseparents.

- EAL pupils follow a structured boarding induction.
- Each pupil is assigned a tutor or form teacher who communicates regularly with parents. Pupils meet their tutor or form teacher daily and are encouraged to share any pastoral or academic concerns with them.
- Staff fluent in Spanish and French are available; other language support is arranged where necessary.
- Pupils are registered with the local GP.

Day Pupils

Day pupils receive the same high level of pastoral care.

- Tutors, form teachers, or key workers liaise with specialist staff.
- Weekly pastoral meetings allow staff to discuss and support individual pupils.

Parents are informed of the identification of EAL needs, the support available, and the pupil's progress through regular school reporting and communication.

Particulars of the school's educational and welfare provision for pupils for whom English is an additional language are made available to parents of current and prospective pupils in accordance with paragraph 32(1)(b) and paragraph 32(3)(b) of the Schedule to the Education (Independent School Standards) Regulations 2014.

Communication with parents is facilitated through translation, multilingual staff, or external interpretation where required.

Any concerns regarding EAL provision will be addressed directly with the tutor or Deputy Head in the first instance and may be escalated through the School Complaints Policy where necessary.

If parents have concerns regarding EAL provision, they may raise them through the school's statutory Complaints Procedure in line with the requirements of Part 7 of the Independent School Standards.

14. Staff Development

The school ensures that staff receive appropriate training and guidance to enable them to meet the needs of EAL pupils effectively, including:

- Strategies for supporting language acquisition
- Cultural awareness and inclusive practice
- Effective language differentiation for EAL learners
- Understanding the role of home language in learning

15. Monitoring, Evaluation and Leadership Oversight

- The Deputy Head and EAL Teacher are responsible for ensuring that EAL provision is implemented effectively, monitored, and adapted in response to pupil need.
- The Governing Body receive regular updates on EAL provision and pupil outcomes to ensure the school continues to meet all requirements of the Independent School Standards and relevant legislation.
- The Deputy Head provides strategic oversight to ensure compliance with the Independent School Standards and the current ISI inspection framework requirements. Pupil progress is assessed regularly.
- Provision is adapted based on pupil needs and outcomes.
- The progress of pupils with EAL is evaluated from their individual starting points and in relation to their age, prior educational experience, level of English acquisition and identified needs. The school seeks to ensure that pupils make appropriate and sustained progress and are not disadvantaged by barriers associated with language acquisition.
- The effectiveness of EAL support is reviewed termly and through whole-school tracking systems.
  EAL provision is regularly quality-assured by Senior Leaders in accordance with Part 1 of the Independent School Standards.

16. Review of Policy

This policy is reviewed every year to ensure it remains compliant with current legislation and best practice.