



ORWELL PARK SCHOOL

English as an Additional Language (EAL) Policy

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1. Safeguarding Statement

Orwell Park School is committed to safeguarding and promoting the welfare of all pupils. Pupils with English as an Additional Language (EAL) may face additional barriers to communication, understanding and accessing help. We recognise that these barriers can increase their vulnerability to safeguarding risks, including neglect, bullying, exploitation, peer-on-peer abuse, and online harm.

In line with *Keeping Children Safe in Education (KCSIE 2025)*, all staff are trained to remain vigilant, to listen to the pupil voice, and to take immediate action if concerns arise. Provision for EAL pupils is therefore not only an educational responsibility but also a safeguarding duty.

Safeguarding and child protection procedures outlined in the school's **Safeguarding and Child Protection Policy** must always be followed. Provision for EAL pupils is reviewed in regular safeguarding meetings and monitored by SLT and governors as part of the school's safeguarding oversight.

2. Policy Statement

Orwell Park School is committed to ensuring that all pupils, including those for whom English is an Additional Language (EAL), are fully included in the life of the school and able to access a broad, balanced and ambitious curriculum.

The school promotes equality, inclusion, and safeguarding in line with:

- **Keeping Children Safe in Education (KCSIE, 2025)**
- **The Equality Act 2010**
- **Children and Families Act 2014**
- **Special Educational Needs and Disability Act 2001**
- **Independent School Standards Regulations (ISSRs)**
- **National Minimum Standards for Boarding**
- **Early Years Foundation Stage (EYFS) Statutory Framework 2024**

3. Definition

A pupil is considered to have English as an Additional Language if their first language is not English or they have been educated in another language, even if English is spoken at home.

Pupils with EAL may not have a learning difficulty but may require additional support to develop fluency and to access the curriculum effectively. In the Early Years (ages 2–5), children are regarded as EAL learners if they are exposed to and/or communicate in a language other than English at home. The school recognises the importance of valuing and supporting both English and the home language at this stage in line with the EYFS framework.

4. Admissions

- EAL pupils are welcomed and not discriminated against during the admissions process.
- Admission is subject to the school's academic criteria.
- At application and entry, parents confirm key information about their child(ren) including spoken languages, prior education and any additional support needs. All prospective pupils meet with the Head or member of the senior team prior to receiving an offer, either in person or online. See also Admissions Policy, SEND Policy, and Boarding Handbook.
- Where a child is admitted with EAL needs, parents (and agencies if applicable) will be informed about proposed support and provision.

5. Aims

The aims of EAL provision are to:

- Enable pupils to access the curriculum and achieve their potential.
- Foster inclusion, self-confidence, and a positive self-identity.
- Support language development alongside academic, emotional, and social growth.
- Ensure safeguarding and wellbeing remain central to all provision.
- Promote and celebrate cultural diversity, multilingualism, and the contribution of pupils' home languages to the school community.

6. Objectives

The school will:

- Assess EAL needs promptly on entry and keep these under review.
- Provide targeted support (individual, paired, or small group lessons) led by the specialist EAL teacher.
- Monitor attainment, progress, and wellbeing.
- Share strategies and information with staff through the MIS and meetings.
- Provide staff training and induction on supporting EAL learners.
- Ensure equality of opportunity in curriculum, assessment, pastoral care, extra-curricular activities, and boarding.
- Promote inclusion and prevent discrimination, victimisation, or bullying (in line with *KCSIE*).

7. Organisation of Provision

- EAL provision is overseen by the Head of Learning Enrichment (SENDCo) and delivered by the **Head of EAL**, working closely with class teachers, tutors, boarding staff, and the pastoral team.
- Provision may include:
 - Withdrawn lessons (1:1, paired, small groups)
 - In-class support and subject-specific strategies
 - Supported prep and revision sessions
 - Drop-in times for additional help
- Provision is flexible and adapted as pupils' needs change. For pupils in EYFS, EAL provision is embedded in play-based learning, with strong parent partnership, visual supports, and opportunities to use and value the child's home language alongside English.

8. Identification and Monitoring

8.1 Initial Assessment

When a pupil with English as an Additional Language (EAL) joins the school, the Head of EAL carries out an assessment of their language skills. Parents/guardians are also consulted to understand the pupil's goals for learning English (for example, preparing for entrance exams, Cambridge English certificates, or future schools).

8.2 Classroom Support

All EAL pupils are taught by their class teachers in an adaptive and supportive way. Teachers receive training to help them meet the needs of EAL learners. In addition, the Head of EAL provides tailored language interventions according to each pupil's needs and ambitions.

8.3 Tracking Progress

Every EAL pupil is placed on the Learning Support & Enrichment list, using a **traffic light system** to show the level of support needed and given:

- **Red** – high level of support
- **Amber** – moderate support
- **Green** – low level of support
- **Monitoring** – concerns noted and reviewed termly

8.4 Communication & Further Assessment

Regular updates on progress are shared with staff and parents so that support remains consistent both in school and at home. Progress data for EAL pupils is reviewed termly by the Head of EAL and SENDCo, reported to SLT, and shared with governors as part of academic monitoring. If there are concerns that a pupil may have additional learning needs beyond EAL, this will be explored through further assessment in consultation with parents and the SENDCo.

9. Assessment and Examinations

9.1 Inclusion in Assessments: EAL pupils take part in the full school assessment cycle. This includes CATs, PTE, PTM, reading and spelling tests, as well as internal examinations.

9.2 Access Arrangements: Where needed, pupils are given appropriate support in line with JCQ regulations. This may include:

- up to 10% extra time
- use of a bilingual dictionary
- taking the exam in a separate room

9.3 Skill Development: Pupils are explicitly taught how to use these arrangements effectively (for example, practising with dictionaries during lessons and tests) so that they become part of their regular working practice.

9.4 Fairness and Consistency: Any adjustments are applied fairly and consistently across both internal and external assessments, ensuring that EAL pupils are supported without being given an unfair advantage. Parents are informed of any agreed access arrangements in advance.

10. Inclusion, Safeguarding and Welfare

- EAL provision supports the safeguarding of all pupils, recognising that language barriers may make children more vulnerable.
- Staff remain vigilant to safeguarding risks (including child-on-child abuse, bullying, and online risks) and follow procedures in line with KCSIE 2025.
- In boarding, pupils are given a boarding buddy and induction support by the Heads of Boarding.
- Where necessary, specific risk assessments or Pupil Support Plans (PSPs) are put in place.
- Pupils are supported to engage fully in school trips, activities, and wider school life.

- Cultural integration is actively promoted through assemblies, curriculum projects, language days, and the sharing of pupils' home cultures and traditions.

11. Parental and Agency Involvement

- Parents are consulted and kept informed about EAL provision and progress.
- Where appropriate, external agencies may be involved to provide additional support or guidance.

12. Transition and Next Steps

- When a pupil moves to another school in the UK, information about their EAL needs and support is shared (with parental consent).
- For pupils returning to education in their home country, preparation and guidance (e.g., exam support) are provided. Where pupils move on to selective senior schools, the EAL department provides tailored preparation, including English entrance exam readiness.

13. Staff Responsibilities

- **All staff** are responsible for supporting EAL pupils in their teaching, applying strategies shared via IEPs, bullet point sheets, or the MIS.
- **EAL Specialist Teacher:** leads assessment, planning, and delivery of EAL support.
- **Head of Learning Support:** oversees provision, ensures compliance with ISSRs and KCSIE, liaises with SLT and governors.
- **Pastoral staff:** monitor wellbeing, social integration, and safeguarding.
- **Governors:** The governing body approves this policy annually and monitors its implementation, ensuring compliance with ISSRs, KCSIE, EYFS and Boarding Standards.

14. Review and Monitoring

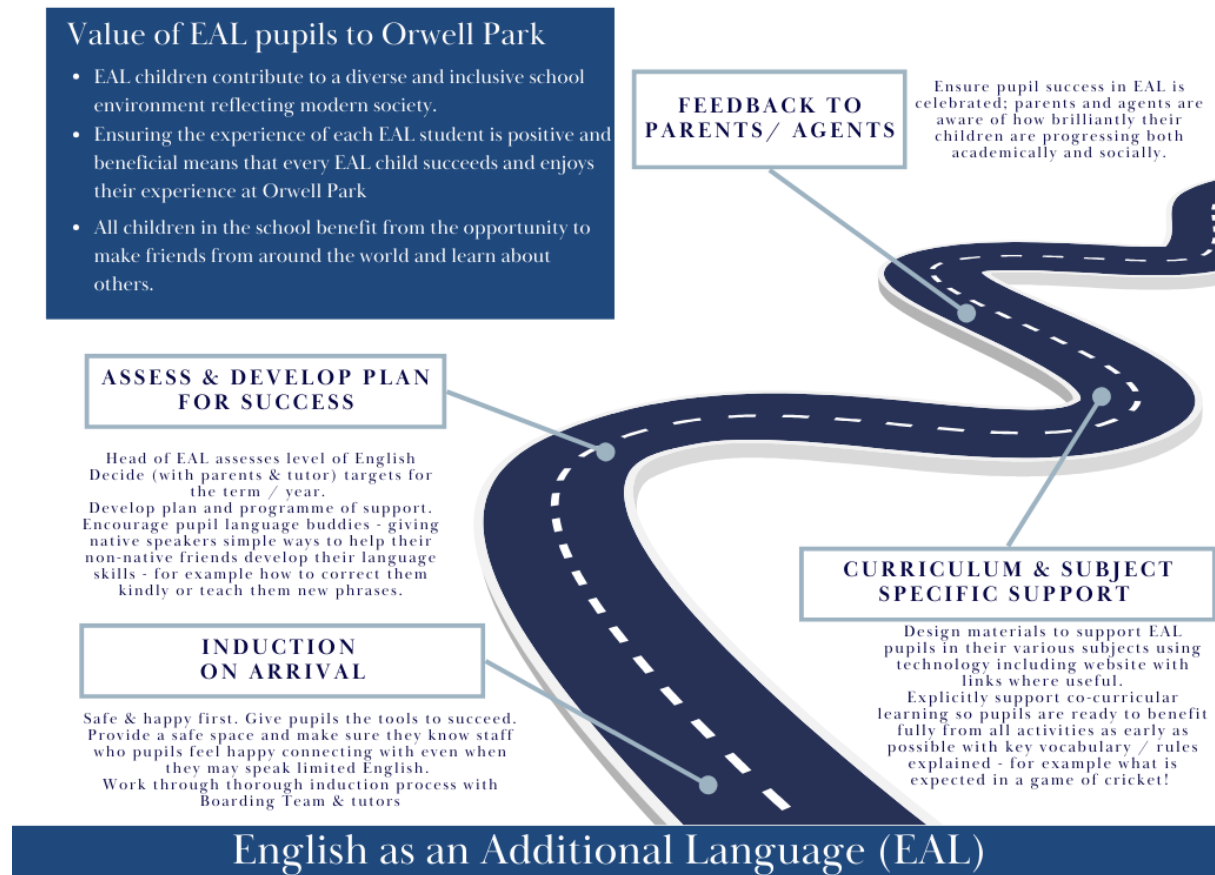
This policy will be reviewed annually by the Head of EAL, The Head of Learning Enrichment (SENDCo) and the Academic Deputy Head, taking into account:

- Progress and attainment of EAL pupils
- Induction and boarding support
- Pupil, parent and staff feedback
- Updates to KCSIE and ISSRs

Staff training needs

Appendices:

Appendix I: EAL Pupils at Orwell Park



Appendix 2: EAL Induction and Support at School

We are here to help you learn and feel confident!

When you first arrive:

- You will meet **Mrs Barrado, Head of EAL**, who will assess your English in the first few days.
- This assessment helps decide which extra lessons or support you need.
- You will be given a **peer buddy** in your year to help you settle in.
- You will have a **tour of the school**, showing you classrooms, the dining hall, and where the **toilets and help stations** are.
- You will be shown how to get help if you need it, for learning or other things.

Your Tutor & Mrs Barrado will help you with:

1. Homework and Prep

- You will get help with homework and prep.
- You can use **bilingual dictionaries or apps** to understand new words.

2. Clear English

- Staff will use **simple, clear English**.
- They will check that you understand what to do.

3. Speaking English

- You will have **regular chats with staff** to practise speaking English.
- We want you to feel confident using English every day.

4. School Words & Routines

- You will get a **simple phrase card or mini glossary**.
- It will help with school words, dining hall terms, and daily routines.

Remember:

- You can always ask for help if you do not understand.
- We are here to make learning easier and fun.
- If you feel worried or upset, Mrs Barrado or your tutor (or any member of staff) is here to help you!

Appendix 3: Boarding House Induction & Support for EAL Pupils

Welcome to the Boarding House!

We know moving to a new country, school, and boarding house can feel scary, especially if English is not your first language. Don't worry! We are here to help you. We want you to feel at home, safe, and happy. You can always ask for help. We will be patient and support you with any language difficulties.

How We Help You:

1. Before you arrive

- You will get a welcome pack with important information, pictures, and routines.

2. Your first week

- You will have a *boarding buddy* in your year or dorm to help you with meals, routines, and making friends.
- We will give you a tour of the boarding house and school with signs and pictures.
- You will meet the Head of Boarding and Houseparents. They will explain routines and show you how to get help with anything (even lost socks!).

3. Making friends and joining in

- We will help you make friends and join activities in the evenings and weekends.
- You can share your culture, like food, festivals, or traditions.
- You can join small group activities like board games, chess, or watching TV together in the boarding house.

4. Looking after you

- Boarding staff will check in with you regularly.
- You can use a quiet space to call home, even if your family is in another time zone.
- Feeling homesick is normal. You can talk to us if you are sad or worried.

5. Practical help

- We have simple guides with pictures to explain routines like bedtimes, meals, and laundry.
- Staff will help you with food choices in the dining hall.
- We will help with language if you need to go to the doctor or for other appointments.

6. Staying in touch with your family

- We will contact your parents in the first few days to let them know how you are.
- You can call your parents regularly, and we will help with the time difference.
- We will send messages home to celebrate your progress and tell them if we have any concerns.
- We work as a team with your family to keep you safe and happy.

Any questions? Ask Miss A, Mr Snow or any of the boarding team!

Appendix 4: EAL Policy Summary in Plain English

At Orwell Park:

1. 🛡️ Safety First

- We protect all children, especially those learning English.
- Staff watch for bullying, online risks, or any harm.

2. 🌍 Everyone Included

- All children join lessons, activities, and school life.
- Everyone is treated fairly, no matter what language they speak.

3. 📖 Help With English

- Children may get extra lessons, small groups, or in-class support.
- Plans change if a child needs more or less help.

4. ✅ Exams & Tests

- EAL children take the same tests as everyone else.
- They can get extra time, dictionaries, or a quiet room if needed.

5. 🤝 Parents & Staff Work Together

- Parents are kept informed about progress.
- Teachers, boarding staff, and specialists work together to help children learn and feel happy.

Appendix 5: EYFS EAL Guidance for Parents

At Orwell Park, we welcome and value bilingual children in the Nursery through to Year 2. We know that learning more than one language is a strength and an important part of a child's identity.

How we support your child (ages 2–5):

1. Home Language and English

- We encourage you to continue speaking your home language at home.
- We use your child's home language in the classroom where possible (greetings, songs, stories).
- Staff work with you to support English development while celebrating your family's language.

2. Assessment and Communication

- On entry, we ask about your child's language background and early communication.
- Staff track progress in both language development and communication skills in line with EYFS.
- We share updates regularly and welcome feedback from families.

3. In the Classroom

- Staff use pictures, gestures, visual timetables, and simple language to support understanding.
- Play-based learning gives children daily opportunities to develop English in natural contexts.
- Children are paired with supportive peers to build confidence.

4. Parent Partnership

- We offer induction meetings for parents to explain how EAL is supported.
- Information about routines, curriculum, and daily life is provided in plain English, and translation can be arranged if needed.
- We invite families to share songs, stories, and traditions in their home language.

5. Safeguarding and Wellbeing

- Staff are trained to notice if language barriers make it harder for a child to ask for help.
- We work closely with parents to ensure every child feels safe, confident, and included.

Remember: using your home language at home will not slow down your child's English development — it strengthens learning and identity.