2026/2027

English as an Additional Language (EAL) Policy

WHOLE SCHOOL

MORNA INTERNATIONAL COLLEGE

IBIZA

SINCE 1973

Owned by:

Head Teacher

1. Purpose

Morna International College welcomes students from a wide range of countries, cultures and language backgrounds.

This policy explains how the school identifies and supports students who speak English as an Additional Language (EAL). Its purpose is to help students develop the English skills needed to access the curriculum, participate in school life and become confident, independent learners.

The school follows the English National Curriculum. Students are therefore expected to have sufficient English to access the curriculum or demonstrate that, with appropriate EAL support provided by the school, they are likely to reach the required standard within a reasonable period. Each application is considered individually.

For the purposes of this policy, an EAL student is one whose first language is not English and who requires additional support to access the school's curriculum through English.

2. Scope

This is a whole-school policy. It applies to prospective and current students, parents and legal guardians, teaching and support staff, the Admissions Team, the EAL Team and the Senior Leadership Team.

3. Principles

The School aims to:

- Identify students' English language needs as early as possible during the admissions and enrolment process;
- Assess each student's English language proficiency fairly and consistently;
- Determine whether EAL support is required at the point of admission, review the student's needs during their first month at the school, and discuss their progress with parents at the first Pupil Progress Meeting in Term 1;
- Provide appropriate EAL support where it is identified as necessary;
- Help students participate successfully in the wider curriculum;
- Maintain high academic expectations;
- Develop students' confidence and independence;
- Value students' first languages, cultures and identities;
- Work in partnership with parents; and
- Ensure that every teacher supports the language development of EAL students within their lessons.

4. Admissions and English Language Assessment

English language assessment forms part of the school's admissions process where appropriate. The assessment helps the school decide whether the student currently has sufficient English to access the curriculum, whether EAL support is required, the appropriate level and type of support, and whether the school can reasonably meet the student's needs.
An EAL assessment and the availability of EAL support do not guarantee that an applicant will be offered a place. Admissions decisions are made in accordance with the School's Admissions Policy.

4.1 Early Years Foundation Stage

Children applying to Nursery or Reception are not expected to have prior knowledge of English. At this age, children normally acquire English through play, classroom routines, daily interaction and immersion alongside their peers. Consequently, additional specialist EAL teaching is not normally required as part of the School's provision. Parents are, however, encouraged to support their child's exposure to the English language outside of school where possible, for example through playdates with English-speaking friends, age-appropriate books, songs, television programmes and everyday activities. This additional exposure can help reinforce language development in a natural and enjoyable way.

4.2 Primary School

Students applying to the Primary School complete an English language assessment as part of the admissions process, normally during their trial morning. The assessment helps the school determine whether a student has sufficient English to access the curriculum independently or whether they require EAL support.

Year 1

Students joining Year 1 are not expected to have the same level of English as older Primary students. As they continue the transition from the Early Years Foundation Stage, English is typically acquired through classroom learning, daily interaction, play and immersion alongside their peers.

Where the school determines that a Year 1 student requires EAL support, appropriate provision will be made according to the student's individual needs. This will normally include differentiated classroom teaching by the class teacher, supported where appropriate by the Learning Support Assistant (LSA), together with in-class support and, where appropriate, targeted small-group interventions delivered by the school's EAL specialists. The level and format of support will be reviewed regularly and adjusted as the student's English language skills develop.

Years 2 - 6

From Year 2 onwards, students are expected to have sufficient English to access the curriculum successfully or demonstrate that they can do so with the support of the School's English as an Additional Language (EAL) programme.

Where the school determines that a student requires EAL support, enrolment in the EAL programme will be a condition of admission. Students will receive targeted support to develop their speaking, listening, reading and writing skills, enabling them to access the curriculum with increasing confidence and independence.

In the Primary School, EAL support is normally provided during the school day as part of the student's timetable, either within the classroom or through planned small-group sessions. Primary EAL students may also be offered an after-school EAL class where the school considers this appropriate for their age, individual needs and stage of language development. Attendance is recommended where a place is offered but does not normally form a compulsory part of the student's EAL programme.

Students will remain in the EAL programme until the school is satisfied that they can access the curriculum successfully without additional EAL support.

4.3 Secondary School

Applicants to the Secondary School undertake an English language assessment as part of the admissions process. The trial day will normally include the Oxford Placement Test. This assesses the student's use of English (grammar and vocabulary) and listening skills, providing a result aligned with the Common European Framework of Reference for Languages (CEFR).

Students must either have sufficient English to access the curriculum successfully or demonstrate that, with appropriate EAL support, they have the potential to reach the required standard within a reasonable period.

As students progress through the Secondary School, the language demands of the curriculum increase significantly. The school must therefore be satisfied that each student has a realistic opportunity to succeed academically. Where the School determines that a student requires EAL support, enrolment in the EAL programme will be a condition of admission.

Secondary students who require EAL support may receive dedicated EAL lessons during timetabled English lessons, after school, or through a combination of both, depending on the student's individual needs, timetable and stage of language development. Teaching may focus on grammar, vocabulary, reading, listening, speaking, writing and the academic language required across different subjects.

Where the School determines that after-school EAL lessons are necessary to enable a student to access the curriculum successfully, attendance forms part of the student's EAL programme and is not optional. Parents must ensure that their child attends all scheduled EAL sessions.

Students are expected to engage fully with the EAL programme and make good progress in developing their English language skills. Where a student does not make sufficient progress despite appropriate support, and the school concludes that they are unlikely to develop the

level of English required to access the curriculum successfully, the school may review whether it is able to continue meeting the student's educational needs. Any such decision will be made on an individual basis and in accordance with the Admissions Policy and the School's Terms and Conditions.

Students will remain in the EAL programme until the school is satisfied that they can access the curriculum successfully without additional EAL support.

Cambridge English Qualifications
Secondary students participating in the EAL programme may also be offered the opportunity to take externally assessed Cambridge English Qualifications, normally during the summer term.

These internationally recognised qualifications provide formal certification of a student's English language proficiency and recognise the progress they have made throughout their English language learning journey. Participation is optional, and examination entry fees are payable separately from the EAL programme fee.

Indicative English language levels for Secondary School applicants are included in **Appendix 1**. These levels provide guidance only and do not replace the school's professional judgement when making admissions decisions.

5. Identification of Current Students

A current student may subsequently be identified as requiring EAL support following classroom observation, assessment, concerns raised by teaching staff, discussion with parents, or evidence that the student is experiencing difficulty accessing the curriculum because of their level of English.

Where appropriate, the EAL Team will carry out further assessment and recommend an appropriate support plan. Having EAL needs does not, in itself, constitute a Special Educational Need. However, a student may have both EAL needs and Special Educational Needs or Disabilities (SEND). In these cases, the EAL Team and SENCO will work together to understand and support the student's needs.

6. Delivery of EAL Provision

EAL provision is based on the student's age, English level, educational background and individual needs. Support may include, but is not limited to, small-group teaching, targeted interventions, in-class support, differentiated classroom practice, structured speaking and listening activities, vocabulary and grammar development, and reading and writing support.

EAL students should remain included in mainstream lessons and wider school life wherever possible. Where the School determines that targeted EAL teaching is required, students may be withdrawn from selected lessons to receive specialist language support. Such arrangements will be reviewed regularly in line with the student's progress.

The frequency, duration and format of EAL support will be determined by the School according to the student's individual needs and may be adjusted as those needs change.

7. EAL Support as a Condition of Admission

Where the School determines that a student requires EAL support to access the curriculum, participation in the EAL programme will be compulsory. Parents may not decline required EAL provision and expect the student to remain enrolled without the support considered necessary by the school.

The school may review a student's placement where the student does not engage fully with the EAL programme, parents do not support the agreed provision, the student is unable to access the curriculum successfully despite appropriate support, or the school determines that it can no longer meet the student's educational needs.

Any such review will be handled in accordance with the Admissions Policy, Terms and Conditions and other relevant School policies.

8. Assessment and Monitoring

Students receiving EAL support are assessed and monitored regularly through the professional judgement of the EAL Team, together with classroom observation, speaking and listening activities, reading and writing tasks, vocabulary and grammar assessments, unit assessments, formal English language testing, and feedback from class or subject teachers.

The EAL Team will work with teaching staff and the SENCO, where appropriate, to review the student's progress and adapt the support provided. Parents will be kept informed through reports, meetings and ongoing communication.

9. Reduction or Completion of EAL Support

EAL support will be reduced when assessment shows that the student is becoming more confident and independent and can access the curriculum with less specialist support.

A student may complete the EAL programme when the school is satisfied that they can understand classroom instructions and explanations, participate confidently in lessons, communicate appropriately, understand age-appropriate curriculum materials, complete written work at an appropriate level, and work independently across the curriculum.

The decision to reduce or end support will be made by the EAL Team in consultation with relevant teachers and school leaders. Reaching a particular CEFR level may inform the decision, but it will not be the only consideration. For reference, we use a score of 132+ in the reading *and* writing elements of the Cambridge English A2 Key for Schools test as the starting point for a decision regarding whether a student in Year 7 or 8 may begin to wind down their extra EAL support to allow them to continue to study another language alongside English and Catalan/Spanish, for example, French, German or Dutch.

The school's professional judgement regarding the level of EAL support required, the nature of that support, and whether EAL support should be continued, reduced or discontinued will be final.

10. EAL Fees

New students joining the School from Year 1 onwards who are assessed as requiring EAL support as part of the admissions process will be charged an additional EAL fee.

Students who have progressed from the School's Early Years Foundation Stage and are subsequently identified as requiring EAL support in Year 1 will not be charged the EAL fee.

The EAL fee is a one-off, flat fee payable on admission to the school. It covers the EAL provision determined by the school, regardless of the length of time support is required. The same fee applies whether a student receives EAL support for one term, two years or another period.

The current amount and payment arrangements are set out in the School's Finance Policy and current Schedule of Fees.

10.1 Initial Review and Refund

The student's English language needs will continue to be reviewed during their first month at the school, with the initial review to be completed by the end of that period. Where the school determines within that first month that EAL support is not required, the EAL fee will be refunded in full.

Where EAL support continues beyond the initial one-month review period, the fee shall be deemed fully earned by the school and will be non-refundable. This applies even where the school subsequently determines that EAL support is no longer required, the student leaves the school, or parents request that support be discontinued.

The school reserves the right to consider exceptional circumstances on a case-by-case basis.

11. Roles and Responsibilities

Head Teacher and Senior Leadership Team

Oversee the implementation of this policy, ensure appropriate staffing and resources, support consistent practice, and make or approve decisions where the school's ability to meet a student's needs is in question.

EAL Coordinators and EAL Team

Assess students' English language needs, recommend provision, teach or coordinate EAL support, monitor progress, communicate with teachers and parents, review when support should be reduced or completed, and maintain appropriate records.

Admissions Team
Identify possible EAL needs during the admissions process, arrange assessments, share relevant information with the EAL Team, communicate admissions requirements and conditions, and refer parents to the Admissions and Finance Policies.

Teaching Staff
Include EAL students in lessons, use clear language and appropriate scaffolding, maintain high expectations, provide opportunities for speaking, listening, reading and writing, monitor progress and work with the EAL Team.

Parents
Provide complete and accurate information, support the student's EAL provision, ensure that the student attends all compulsory EAL sessions and, where additional EAL sessions are recommended by the school, encourage the student's attendance, pay applicable fees, attend meetings and respond to communication.

Students
Attend all required lessons, engage positively, complete all assigned work, use English as much as possible throughout the school day, and work towards increasing confidence and independence. Where possible, continue to practise English outside of school through everyday conversations, reading, watching television or films, listening to podcasts or music, and other opportunities to reinforce language skills in real-life situations.

12. Confidentiality and Records

EAL assessment results, progress information and support plans will be treated as confidential educational records. Information will be shared only with staff who require it to support the student effectively, in accordance with the School's Privacy & Data Protection Policy.

13. Complaints

Any concern regarding EAL assessment, provision or communication should initially be raised with the relevant EAL Coordinator or Head of Section. Formal complaints will be managed in accordance with the School's Complaints Policy.

Nothing in this policy limits or affects the rights of parents to raise concerns or make a formal complaint in accordance with the School's Complaints Policy.

14. Related Policies and Documents

- Admissions Policy
- Finance Policy including current Schedule of Fees
- SEND Policy
- Assessment Policy
- Privacy & Data Protection Policy
- Complaints Policy
- Terms and Conditions

Appendix 1: Indicative English Language Levels for Secondary Admissions

The following levels guide the school when considering applications to the Secondary School. They are aligned with the Common European Framework of Reference for Languages (CEFR).

Year Group	Indicative Minimum English Level
Year 7	**A2+**
Years 8 & 9	**B1**
Years 10 - 13	**B2**

These levels are guidelines rather than automatic admissions criteria. The school will also consider previous educational experience, academic ability, school reports, attitude to learning, age, the curriculum being entered, the time reasonably available to reach the required standard and the level of support the school can provide. All admissions decisions are made on an individual basis.

Policy Title	English as an Additional Language (EAL) Policy
Policy Owner	Head Teacher
Responsible Officers	EAL Coordinators
Applies To	Students, Parents and Staff
Approved By	Senior Leadership Team
Date Approved	7th November 2026
Review Frequency	Every two years
Next Review Date	15th August 2028
Version	2.1