DITCHAM PARK SCHOOL

Where every child is known and valued

English as an Additional Language Policy

Compiled by	Head of Learning Support Seniors/ Head of Juniors
Approved by	Education Committee
Reviewed	May 2025
Next Review	May 2026

Definition of EAL
The term “EAL” is used to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. In England, such learners are defined as those who have been ‘exposed to a language at home that is known or believed to be other than English’ (Department for Education, 2019).

EAL pupils could be any of the following:

- Newly arrived pupils from a foreign country and/or school;
- Pupils that are born abroad, but have moved to the UK before starting school.
- Born in the UK, but live within a family where the main language is not English.

Introduction
This Policy applies to the whole school, including EYFS.

All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For pupils, who are learning English as an Additional Language (EAL), this includes recognising and valuing their home spoken language, background and cultural identity. Research demonstrates that it is beneficial to provide opportunities for learners to use all their languages to both access the curriculum and to develop their proficiency in English (Bell Foundation). As a school, we are aware that bilingualism can be a useful learning tool and that all EAL pupils can make a valuable contribution to their school community. At Ditcham Park school, we celebrate the fact that some of our children speak more than one language and acknowledge the value this adds to our community.

School Context
Currently at Ditcham Park we have EAL pupils in both the Junior school and Senior school, who are identifiable to staff within Schoolbase; which also details their home spoken language. We have a range of languages spoken, including Ukrainian, Polish, and Swedish.

Aims and Objectives
The aim of this policy is to help ensure that we identify and meet the full range of needs of those children who are learning English as an additional language. The policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have EAL.

As a school we will work together to:

- provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate
- ensure access to the curriculum through high quality and adaptive teaching
- help children to speak, understand, read and write in English
- support the continued use of children’s home / first languages
- assess and monitor the learning of EAL pupils and use this to inform teaching
- be proactive in identifying and removing barriers that stand in the way of our EAL learners fulfilling their potential
- make sure that EAL learners are not inappropriately labelled or mis-identified as SEN or low ability
- acknowledge individual strengths and celebrate cultural identities
- provide an environment which celebrates diversity and supports English language learning

- work with parents of EAL learners and ensure language is not a barrier to effective partnership

· meet our responsibilities to EAL pupils by ensuring equal access to the curriculum and the achievement of their potential.

Roles and Responsibilities

All teachers are teachers of language and there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the learning and success of EAL learners and to support their language development.

- **Senior Leadership Team:** Ensure effective implementation and monitoring of the EAL policy.
- **Head of Learning Support (Juniors and Seniors):** Oversee provision, support staff training, track pupil progress, and liaise with parents.
- **Class/Subject Teachers**: Plan inclusive lessons, monitor progress, and provide differentiated support.
- Teaching Assistants: Support EAL learners as directed by teachers and the EAL coordinator.

Admissions

Upon admission to the school the Head of Admissions will collate all information regarding EAL pupils and the Heads of Learning Support will ascertain the level of proficiency in English based on the following scale

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

Parental and Community Involvement

We recognize the importance of working in partnership with parents and the wider community who support the child's development. We will:

- Engage parents in their child's learning by providing translated information where needed.
- Celebrate cultural diversity through school events and curriculum topics.
- Encourage parents to maintain the home language, as this supports overall language and cognitive development.

Monitoring and Evaluation

Overall responsibility for EAL provision falls within the remit of Head of Juniors/Seniors and Heads of Learning Support for Juniors / Seniors. Collectively, these staff will assume responsibility for: monitoring progress; maintaining an EAL register; ensuring staff are well informed about the background and additional needs of individual EAL learners; supporting staff to liaise with families of EAL learners.

- Progress of EAL pupils is tracked termly and interventions are adjusted as needed.
- The policy is reviewed annually to ensure it remains effective and reflects current best practice.

Conclusion

At Ditcham Park, we recognise that multilingualism is an asset. We strive to create a learning environment where every pupil feels valued and supported to achieve their highest potential.