



DITCHAM PARK SCHOOL

*Where every child is known and valued*

# Teaching English as an Additional Language Policy

Compiled by	Head of Seniors
Approved by	SLT
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## Teaching English as an Additional Language

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### 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, this includes recognising and valuing their home 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.

### 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 English as an additional language (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 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.

Overall responsibility for EAL provision falls within the remit of HoS and Heads of SEND for Seniors / Juniors. 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.