English as an Additional Language Policy

Dibden Park School

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Accountable role	Deputy Head Teacher – Mrs. Sarah Drummond
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Our vision

Dibden Park School supports every child and young person to feel safe, be heard, discover their worth, develop their strengths and create a limitless future.



Respect | Engage | Belong | Independence | Ambition

Learn Now, Succeed Together, Grow Forever

CONTENTS

1. Purpose and scope
2. Definition and key principles
3. Identification and assessment
4. Teaching and support
5. Working with families
6. Roles and responsibilities
7. Monitoring, transition and review
8. Related documents and reference

1. Purpose and scope

This policy explains how Dibden Park School identifies and supports pupils who use English as an additional language (EAL). It applies to all staff and covers access to learning, communication with families, inclusion and progress monitoring.

The school values pupils' languages, cultures and experiences. Pupils with EAL are entitled to the same high expectations and full access to the curriculum as their peers, with support matched to their individual English-language development and wider needs.

2. Definition and key principles

For school and census purposes, EAL describes a pupil who is exposed to a language at home that is known or believed to be other than English. EAL is a description of language background; by itself it does not measure a pupil's English proficiency, indicate recent arrival in the UK, or mean that the pupil has special educational needs or disabilities (SEND).

Pupils' experiences vary. Some will be fluent in English, while others may be developing English for everyday communication or for learning across the curriculum. Staff will distinguish language-learning needs from other learning, communication or SEND needs and will seek further assessment where there is evidence of an unmet need.

3. Identification and assessment

The relevant staff will use admission information and conversations with families and pupils to build an accurate picture of each pupil's language background. This may include:

- languages used by the pupil and family, including the pupil's first or home language and how it is used;
- the pupil's previous education and experience of learning in English;
- the pupil's strengths, interests, literacy and communication skills in English and, where known, in other languages; and
- any support needed to communicate with the family, including interpretation or translated information.

Staff will assess English-language development alongside curriculum knowledge and prior learning, using observation, work samples, discussion and suitable assessment tools. Nationality, ethnicity or accent will not be used as a proxy for EAL need. Assessments and information will be shared only with staff who need them to support the pupil, in line with school information-handling procedures.

4. Teaching and support

High-quality classroom teaching is the main support for pupils with EAL. Teachers will adapt language and teaching so pupils can understand, participate and show what they know while continuing to develop English. Strategies may include:

- Visuals, demonstrations, modelling, clear instructions and checking understanding;
- Pre-teaching and revisiting key vocabulary, including subject-specific language;
- Giving additional processing time and structured opportunities to practise spoken and written English;
- Using talk partners, supportive grouping and collaborative learning, with good models of spoken English; using the pupil's home language, bilingual resources or family knowledge to support understanding where helpful; and offering appropriate ways for pupils to demonstrate subject knowledge while their English develops.

Work will be appropriately challenging. Language support will not lower expectations or unnecessarily limit access to age-appropriate learning. Targeted or individual support, including withdrawal from class, will be used where assessment shows it is appropriate, planned and reviewed so that it does not restrict access to the curriculum.

5. Working with families

The school will work in partnership with pupils and their families. Staff will explain how the school supports EAL pupils, listen to family knowledge about the pupil's languages and learning, and arrange interpretation or translated communication where reasonably required. Families will be encouraged to continue using and valuing the languages spoken at home.

6. Roles and responsibilities

6.1 All staff

All staff are responsible for creating an inclusive environment, maintaining high expectations, adapting communication and teaching, and sharing relevant observations with tutors and support staff.

6.2 Teachers and tutors

Teachers and tutors will use assessment information to plan teaching, set and review suitable learning goals, monitor progress in English and across the curriculum, and liaise with the EAL lead, family and other relevant professionals as appropriate.

6.3 Headteacher and senior leaders

The Headteacher and senior leaders will ensure that staff understand this policy, that suitable training and resources are available, and that EAL provision and pupil progress are reviewed as part of the school's normal monitoring arrangements.

7. Monitoring, transition and review

The EAL lead and teachers will review pupils' English-language development, curriculum access, participation and progress at appropriate intervals. Support will be adjusted as needs change. Relevant information will be shared with receiving staff during transitions, subject to the school's information-sharing procedures.

The Headteacher will review this policy annually and sooner if school practice or guidance changes. The review will consider whether identification, teaching support, family communication and staff training are working effectively.

8. Related documents and reference

This policy should be read alongside the school's admissions, teaching and learning, SEND, equality, safeguarding and information-handling policies, as applicable.