DULWICH COLLEGE
THE JUNIOR SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Ethos

Dulwich College celebrates, promotes and supports the linguistic diversity of its pupils and staff. It strives to make pupils proud of the languages they speak and of those spoken around them.

EAL

English as an Additional Language (EAL) refers to pupils whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.

Context

In the Junior School there are:

- Pupils who have newly arrived from a foreign country or school where English is not the first language.
- Pupils who have newly arrived from a foreign country where English is not the first language but attended an English-speaking school.
- Pupils who were born abroad but moved to the UK at some point earlier in their childhood.
- Pupils who have been born and raised in the UK, but have one or both parents whose main language is not English.

As an academically selective school, pupils must have relative proficiency in English to gain entry. Pupils are therefore unlikely to be EAL beginner learners, although those joining from abroad may go through an initial silent period as they settle to their new environment.

Whilst it is important to be alert to the fact that EAL needs may arise as pupils progress in their education, it is also the case that many EAL pupils will have no language support needs during their time at school.

This EAL policy sets out how the Junior School meets the full range of needs of those pupils who have EAL.

Aims and Objectives

The Junior School is committed to enabling all pupils, including those with EAL, to achieve the highest possible standards; it strives to ensure that all pupils can access the curriculum in its entirety.

The Junior School aims:

- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.

Teaching & Learning

- EAL pupils are identified on point of entry and their names, and first language included on an EAL register which is accessible to all teaching staff.
- Staff are aware of pupils' possible language needs and plan lessons accordingly.
- The beginning of year Quest assessments are analysed by Form Tutors, the Learning Support Coordinator and the Deputy Head Academic to see if there are any apparent language needs.

Teachers support EAL pupils in a variety of ways:

- By ensuring that pupils have appropriate scaffolding in place to access learning.
- By setting appropriate expectations; encouraging pupils to contribute and give more than one-word answers.
- By monitoring progress carefully and ensuring that EAL pupils are set appropriate and challenging learning objectives.
- By recognising that EAL pupils may need more time to process answers.
- By ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- By encouraging EAL pupils to transfer their knowledge, skills and understanding of one language to another.
- If, at any time during the school year, concerns arise over language acquisition and application, targeted support can be given. For example, help could be given with reading skills such as phonics, spelling, vocabulary and comprehension. Support can be provided by the Learning Support Coordinator when necessary.

It is recognised that most EAL pupils needing support with their English are not considered to have special educational needs (SEND). However, should SEND needs be identified, EAL pupils will have equal access to Learning Support provision, in addition to EAL support.

Assessment

Ongoing assessments take place throughout the year, and these will inform learning objectives. Pupils are assessed using formal and informal methods; these include observations, termly standardised Quest assessments, progress assessments for reading, writing and maths, standardised assessments for writing, and end of topic assessments.

Policy Owner:	Head of Junior School
Last Reviewed:	August 2026
Date of Next Review:	Academic Year 2027-28