



## ENGLISH AS AN ADDITIONAL LANGUAGE POLICY (UPDATED AUTUMN 2025)

*Nisi Dominus Frustra* - Without the Lord, everything is in vain.

### MISSION STATEMENT

- \* A Rose Hill School child's learning experience is one of aspiration, adventure, and achievement in a nurturing, caring school.

### AIMS

Working with **integrity** your child will:

- \* Be inspired to develop **confidence** to thrive in all areas of our rich curriculum.
- \* Foster the skills and talents which enable them to **organise** their learning and plan to achieve success.
- \* Demonstrate **persistence** to flourish in the face of challenge.
- \* Show **resilience** and learn from difficult situations.
- \* **Get along** with others, work collaboratively and accept everyone.

This policy applies to all children at Rose Hill School including the EYFS. It applies to:

- Children who are new to learning English, within 2 years
- Bi-lingual children. The term bi-lingual does not necessarily imply the child is fluent in both languages.

### Introduction

Children for whom English is not their first language are assessed on arrival and appropriate help is given if needed. Information about languages used at home is declared on the Background Information Sheet sent to Parents prior to Taster Sessions/Days. Parents may also request extra help for their child. Rose Hill School welcomes all children who have the ability and aptitude to cope with a differentiated Prep School curriculum, can make the most of the opportunities that are offered and can flourish in the caring environment of the school. Treating every child as an individual is important to us, and we welcome pupils who have EAL requirements.

### Policy Objective:

To set out the rationale and methodology for EAL at Rose Hill School.

### Policy Aims:

- To support parents in encouraging the home language development of the child's other language(s).
- To identify those pupils who have EAL requirements.
- To ensure appropriate support is provided for those pupils who have EAL requirements enabling access to a broad and balanced education in which he/she can participate fully with peers.
- To promote the individual's self-esteem in order to promote academic potential and independent learning.
- To acknowledge fully the importance of the parents' role in supporting their children's education.
- To monitor those pupils who have EAL requirements through careful target setting and evaluation.
- To ensure that less favourable treatment does not occur and that the school offers equality of opportunity for all of its applicants and pupils.
- An understanding that the knowledge of more than 1 language is an advantage for learning and for life in general.



Rose Hill School aims to ensure that all EAL children are able to:

- Use English confidently and competently.
- Use English as a means of learning across the curriculum.
- Where appropriate, make use of their knowledge of other languages.

Also, children throughout the school including the EYFS are given opportunities to develop and use their home language in play and learning. (EYFS Statutory Framework 2024)

### **Using Home Language**

- Different cultures and festivals are celebrated.
- Food from different cultures is tried.
- Multi-cultural resources and books are available.
- At play children are encouraged to use a variety of resources and clothes for role play.
- When possible, the expertise of staff or parents in a particular language may be used.
- Topic headings may be displayed in the relevant home languages with input from the parents, especially for children who are new to English.

This can enrich the experience of all pupils in the school.

### **Key Principles for Additional Language Acquisition**

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- A distinction is made between EAL and Special Educational Needs.
- All languages, dialects, accents and cultures are equally valued.

### **Planning, Monitoring and Evaluation**

- Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- All planning follows an Assess/Plan/Review/Do approach.
- Teachers regularly observe, assess and record information about pupils' developing use of language.
- Pupil progress is assessed routinely to inform planning.

### **Teaching and Learning**

- Classroom activities are carefully structured and focused.
- Classroom activities have clear learning objectives and appropriate support and resources are developed to ensure that children are able to participate in lessons. Staff review groupings to ensure that EAL learners have access to strong English language peer models.

### **Roles and Responsibilities**

All staff have a responsibility for supporting and encouraging pupils to become fluent English speakers and for communicating school expectations for Speaking and Listening.

All staff have a list of the other languages used at home by pupils in their class.

All staff have responsibility for:

- Modelling good use of English, in extending sentences and encouraging pupils to do the same.



- Planning work in the context of a pupil's stage of fluency and anticipating opportunities for developing use of English.
- Setting targets for improving speaking and listening.
- Assessing and tracking progress in speaking, listening, reading and writing.

### **Strategies**

Staff use some of the following support strategies to ensure curriculum access:

- Collaborative group work.
- Enhanced opportunities for speaking and listening.
- Effective role models for speaking, reading and writing.
- Additional verbal support – repetition.
- Additional visual support e.g., dictionaries, on-line support, bilingual children, key word lists.
- Writing frames.
- Opportunities for role play.
- Discussion is provided before and during reading and writing activities.
- Where possible, learning progression moves from concrete to abstract.

**Guidance:** [www.naldic.org.uk](http://www.naldic.org.uk)

### **Special Educational Needs and Gifted and Talented Pupils**

The school recognises that most EAL children needing additional support do not have SEND needs. However, should SEND needs be identified during assessment EAL children will have equal access to school SEND provision.

Some resources in the Lower School Department e.g., vocabulary enrichment programmes are also transferable to pupils with EAL.

Similarly, the school recognises that there may be EAL children who are gifted or talented even though they may not be fully fluent in English

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AUTUMN 2025