RUPERT HOUSE SCHOOL

English as an Additional Language Policy

This policy applies to the entire setting, including EYFS.

Last Review	Significant Changes
January 2026	**Adding in the use of Artificial Intelligence to support learners with EAL**
October 2026	Review

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

1. INTRODUCTION

Historically, Rupert House has had very few children with English as an Additional Language (EAL) although we do have some bilingual children. We recognise that these children may have particular requirements with regard to learning and assessment that are linked to their progress in learning English as an additional language.

In our school, all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their wellbeing. We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences.

Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

2. AIMS AND OBJECTIVES

The aim of this policy is to help ensure that we meet all the needs of those children who are learning English as an additional language.

3. TEACHING AND LEARNING STYLE

In our school, teachers use various methods to help children who are learning English as an additional language. We develop their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meanings;
- covering not just key words, but also metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes;
- providing them with a range of reading materials, to exemplify the different ways in which English is used;
- giving them appropriate opportunities for talking, and using talking to support writing;
- encouraging them to relate one language to another;
- staff training;
- providing help from the learning support department if necessary.
- using Artificial Intelligence to translate or support the teacher, where necessary.

We ensure their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages;
- providing support through ICT, video and audio materials, dictionaries and translators,
- readers and amanuenses;

- using Artificial Intelligence to translate into the home or first language where appropriate

4. EAL AND INCLUSION

In our school, we value each child as a unique individual. We strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. We provide learning opportunities that enable all pupils to make good progress. We recognise that Children with English as an Additional Language may require appropriately differentiated work.

We may withdraw children from lessons to receive EAL support.
In the EYFS, we provide opportunities for children to develop their English, and we provide support to help them take part in activities.

The EYFS helps children learning English as an additional language by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- providing bilingual support to extend vocabulary where possible.
- Using Artificial Intelligence to translate or help the teacher, where appropriate

5. ASSESSMENT FOR LEARNING

Our school may use the QCA English scales to measure the English language competence of EAL children. We record their attainment and progress according to agreed school procedures. Alternatively, we may use NASSEA steps as recommended by the EAL Advisory Team.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.