



Laugh and Learn Pre-School

English as an Additional Language Policy

General Welfare Requirements in accordance with the EYFS

Providers should endeavour to provide children with opportunities to experience a rich language environment; to develop confidence and skills in expressing themselves; and to speak and listen in a range of situations. For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about any possible language delay.

Policy Statement

Here at Laugh and Learn we believe that all Bi-lingual children should have equal access to the curriculum and that language learning must not take place in isolation but within meaningful contexts and that children develop linguistics, social and academic skills through interaction with their peers.

Procedures

- ❖ We will work closely in partnership with parents to establish each individual Child's additional English language needs and to provide and receive mutual support in focusing on relevant and practical ways of promoting English Language skills.
- ❖ We will have reference to the EYFS and plan strategies and activities appropriate for the individual age and stage of development to enable those outcomes to be achieved.
- ❖ We will, where necessary, provide visual prompts to assist with access to the learning environment.
- ❖ We will focus on listening and speaking skills because the development of oral skills provides the basis for development of literacy skills and concepts are developed through sharing, modifying and expressing ideas.
- ❖ We will provide work in small groups with good models of English and provide a supportive environment for pupils to absorb and experiment with the target language.
- ❖ We will provide structured speaking and listening activities giving opportunities for immediate feedback and consolidation.

Monitoring and Review

It is the role of the Owner/Manager and all Staff to ensure that this policy is fully implemented.

This policy links in with the following EYFS key themes and commitments:

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as Partners 2.3 Supporting Learning	3.1 Observation, Assessment and Planning 3.2 Supporting every child 3.3 The Learning Environment 3.4 The Wider Context	4.1 Play and Exploration 4.2 Active Learning

This policy was written and effected by Sharon Bennett, Owner of Laugh and Learn Pre-School after discussion and review with staff and parents in the Autumn Term of 2023.

Signed: *Sharon Bennett*

Dated: February 2026

This policy will be reviewed in the Spring Term of 2028