Fledglings Day Nursery

# EAL Policy

Date Reviewed: August 2023

Review Due: August 2024

Reviewed by: Miss A West

## **1 Introduction**

## The revised EYFS (Sept 2014) gives clear guidance on the steps providers must take to support children with English as an Additional Language (EAL), including the assessment skills of the children’s skills in English. Practitioners are required to consider the individual needs of each child: this includes their need to develop and use English language skills.

Children who do not speak English as their main language are seen to be acquiring EAL.

Most of these children will be establishing fluency in one or more home languages before starting to acquire English.

## **2 Aims and objectives**

This policy aims to outline the steps staff at the school/setting will take to support children for whom English is an additional language.

 The objective of this policy is to ensure consistent practice by all staff working with EAL children. This policy will be used as part of the induction process for all staff and will be shared with the parents/carers of all EAL children prior to them taking up their place.

## **3 EAL: English as an additional language**

 In order to develop any language, children need to feel safe, secure and relaxed in any environment where the way they speak is accepted, their culture is valued and the link between language and identity is clearly understood.

**3.1**  EAL children need to develop their understanding of English through activities that make use of visual, contextual and linguistic support.

**3.2** At this school/setting we will support children for whom English is an additional language by:

* providing sufficient, well planned, interactive activities where speaking and listening has a high profile;
* being aware that children will often understand more than they are able to say, especially when supported with gesture, facial expression and other visual aids;
* recognising the importance of children seeing and hearing their home languages, as well as English, in the learning environment;
* Where possible maximising bilingual support (e.g. inviting parents/carers/bilingual teaching assistants to help make multilingual resources).

**3.3** All staff at our school/setting are aware that EAL children will already have developed many concepts in their first language/s, although they may not be able to convey their understanding in English yet.

**3.4** Opportunities will be provided for children to demonstrate their understanding through practical, hands on resources and equipment, which will support assessment for learning through observation.

**3.5** Children will be encouraged to use their first/home languages, for example, by recording their own captions for photo books. This encourages children, parents/carers and staff to recognise that fluency in the first language supports the acquisition of an additional language, as well as providing cognitive benefits.

**3.6** When assessing Communication and Language & Literacy skills this will be taken in English as this is the requirement of the EYFS Statutory Framework (Sept 2014).

**3.7** Where it is assessed that a child does not have a strong grasp of the English language, we will use our bilingual staff to explore their skills in their home language and also speak with parents to establish if there is any cause for concern about language delay.

**3.8** A wide range of visual aids, which support visualisation and language use/development with EAL children, will be used with all children (e.g. visual timetable, puppets and images).

## **4 Monitoring and review**

This policy was agreed and implemented in August 2023 and is due for review in August 2024.

 There will be ongoing monitoring of this policy as some aspects may require amending/updating before the review date should there be any incidents which take place relating to it that give cause for concern.

**Name: Miss A West**

**Signed: A West**

**Date: August 2023**