



THE NURSERY THAT HELPS LITTLE FEET TAKE BIG STEPS

## English as an Additional Language (EAL) Policy

This policy sets out the setting's aims, objectives, and strategies, with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve their highest potential.

### **What is EAL?**

EAL means English as an Additional Language. This is when a person speaks a language at home other than English.

There are some children who speak different languages at Little Footsteps, and we celebrate this diversity. We want to ensure that we meet the needs of those children who have EAL, are bilingual or multi-lingual.

### **This policy links to:**

- The Early years Foundation Stage (DfE 2021) Statutory framework – Setting the standards for learning, development, and care for children from birth to five years old
- Best Practice guidance for Early Years practitioners on supporting children learning English as an Additional Language booklet produced with by the Department for Education in partnership with Oxfordshire County Council.

### **Language Learning**

- We recognise the fact that a child may enter our setting who is already developing one or more languages at home and is now also learning English.
- We always allow these children extra space and time, patience and support.
- We acknowledge and celebrate the skills they have in their home language as this promotes confidence in their own abilities and raises their self-esteem. We recognise and reassure parents that their children will benefit if they use, maintain and develop their 'home' language alongside learning English.
- We invite parents to share their home language and cultural background with staff and other children in the nursery through participation in activities and parental observations added to their child's learning journal.

- Parents are invited to provide a list of key words and phrases (or translations of these), to assist the child's transition into Nursery. Resources are gathered and kept of key words, phrases and favourite stories, told in the child's home language.

### **Social Skills**

- Children who share the same home language are encouraged and enabled to spend time together in the nursery to play and communicate together in their home language
- Staff ensure that they make their teaching as visual as possible through the provision of pictorial and additional resources to assist EAL children, and to enable them to fully access the inclusive learning environment.
- Staff ensure that they use gestures, facial expressions, and explanatory actions, together with the use of objects to explain each part of an activity and allow extra time for children to process information and check their understanding.

### **Starting at Little Footsteps**

- Upon entry to the nursery the family is welcomed by the child's key person, who will seek to find out as much as possible about the child and their individual needs. This includes details such as their correct name and pronunciation, dietary needs, dress code and previous early years setting experience.
- The key person along with management will offer support and assistance in completing the setting's Registration Form where the parents will note the languages spoken at home.
- The key person will continue to liaise with the family and ensure that they receive information and newsletters in a form that is accessible to them, and that they can communicate their views and concerns to the staff without difficulty. Staff will seek the advice and support of any appropriate outside agencies in order to provide translation solutions if this is needed.

### **Language Development**

- Staff use a range of documents and books to help them assess the EAL child's language development.
- We differentiate between those children who speak English as an Additional Language, or those who are Bilingual, by using the following definitions as provided by the Department of Education.
  - EAL stands for English as an Additional Language and recognises the fact that many children learning English in schools in this country already know one or more other languages and are adding English to that repertoire.
  - Bilingual is used to refer to those children who have access to more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages.
- Should a child start Nursery as either an EAL or Bilingual speaker we will add their name to our EAL Register, and monitor and track their progress during their Baseline, and other Development Checks throughout the year. This is to monitor progress and to ensure that children do not have other problems which may need additional help.
- Children who require additional support in language, whether due to a Speech and Language delay, or due to language barriers, will join our additional support groups depending on individual needs.

### **Statement of Commitment**

At Little Footsteps we are committed to ensuring that every child makes good progress throughout their time with us. That every child are provided with opportunities to reach their potential, through enriching, enabling environments that provide valuable, holistic learning experiences through play. We are dedicated to ensuring that our EAL children have a positive, supportive, and safe learning environment.

The key person will build positive home-setting links, face to face and via Family. Parents will be encouraged to contribute to their child's planning through completion of the Parent Partnership Form given out once per half term.

We will assess and monitor the needs of our EAL children regularly and celebrate the skills the child brings to the setting and provide any identified additional support.

## **EAL Support**

We endeavour to support our EAL children with a view to helping them achieve a level of independence that allows them to access the curriculum to the best of their ability.

The support we provide varies depending on the child, and our approach is child-centred and individualised to best meet the needs of each and every child in our care.

## **Support**

Our setting takes great pride in looking after the well-being of all the children who attend. The home-setting link is very important to us, and we appreciate it when parents notify us of any 'need-to-know' information. Please feel free to talk to us about your child if you have any concerns or do not understand what is happening with your child's learning. There are many opportunities to talk to us – either informally at the start of a session, or more formally in a booked meeting with the key person, via the Family app or telephone. We want your family to have a good experience whilst your child is attending here. If you would like translations of key information in other languages, then do let us know and we can hopefully provide you with these.

Internal use only

This policy was first adopted on	8 <sup>th</sup> November 2021
Signed on behalf of the nursery	GH (Gemma Hewett)
Date disseminated to staff	30 <sup>th</sup> November 2021
Dated Reviewed & small alterations made	August 2022
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