



Our Lady's Nursery school

Our Lady's Catholic Primary School



**We aspire that through the love of Jesus everyone should
"have life and have it to the full."**

Jn. 10v10

ENGLISH AS ADDITIONAL LANGUAGE (EAL) POLICY

Approved by: School Governors	Date: Oct 2021
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English as an Additional Language (EAL) Policy

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1. Language Learning

- 1.1 We recognise the fact that a child may enter our setting who is just beginning to learn English, or speaks more than one language, including English at home.
- 1.2 We always allow these children extra space, time, patience and support.
- 1.3 We acknowledge and celebrate the skills that they have in their home language, we believe this promotes confidence in their own abilities and raises self-esteem.
- 1.4 We recognise and reassure parents that their children will benefit if they use, maintain and develop their home language. And as such, parents are encouraged to continue speaking in their home language with their children if that is what they are most comfortable doing.
- 1.5 We invite families to share their home language and cultural background with staff and other children in the nursery through visits and participation activities.
- 1.6 Parents are invited to provide a list of key words and phrases or translations of these, to assist the child's transition into nursery.

2. Social Skills

- 2.1 Children who share the same home language are encouraged and enabled to spend time together in the nursery to communicate freely.
- 2.2 Staff ensure that they make their teaching as visual and interactive as possible through the provision of pictorial and additional resources in order to assist EAL children and enable them to fully access the nursery environment and resources.
- 2.3 Staff ensure that they use a wide range of non-verbal communication, such as facial expressions, pointing, and body language to complement their verbal directions. The use of sign language "Signalong" is taught in nursery alongside English.



3. Introduction

- 3.1 During the initial home visit, the nursery manager and the child's key worker (when possible) will seek to find out as much as possible about the child and their individual needs. This includes important details such as their correct name and pronunciation, dietary needs and any previous socialising experiences.
- 3.2 Upon entry to the nursery, the family is welcomed by the nursery manager and the child's key worker.
- 3.3 Wherever necessary, the nursery will have information translated in order for it be more accessible to all.

4. Language Development

- 4.1 Staff use relevant documents for engaging pupils with EAL, all of which draw reference to the four language development stages of children with EAL.
- 1 - Continued use of the home language*
 - 2 - The Silent or Non Verbal Period*
 - 3 - Repetition and language play, use of formulae, routines and single words*
 - 4 - More complex English or productive language use*
- 4.2 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.
- 4.3 Should a child start nursery as either an EAL or bilingual speaker, we will add their name to our EAL register and monitor their progress during routine checks.