

Davenport Lodge Nursery School



English as an Additional Language (EAL) Policy

This policy is reviewed on an annual basis

Annual Policy reviewed by **Susan Nalus** June 2020

Next date of Annual Review: June 2021

Signed: *Hannah Roberts*

Signed: Hannah Roberts (SENDCO)

This policy has been adopted by the governors, is addressed to all members of staff and volunteers, is available to parents on request and is published on the school's website. It applies wherever staff or volunteers are working with pupils, including when this involves being away from the school: for example, on an educational visit.

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DAVENPORT LODGE NURSERY SCHOOL



ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Introduction

The term EAL is used when referring to pupils whose main language at home is a language other than English or if another spoken language is used with the child at home and have little or no understanding of English. This does not include those whom are competent in the English language, although it may be an additional one classing them as bilingual.

Our aim is for each individual in the Nursery School's community, regardless of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender, age or ability, to reach their full potential in an inclusive environment where happiness and security are a priority.

This policy sets out the Nursery School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

Aims

Davenport Lodge Nursery School aims to make appropriate provision of teaching and resources for pupils for whom English is an additional language and for ensuring EAL children are able to achieve their full potential.

The Nursery School will identify individual children's needs, recognize the skills they bring and ensure equality of access to the curriculum.

We aim to ensure that all EAL children are able to:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

Recording the number of EAL children

When registering children at Davenport Lodge Nursery School, parents indicate on an application form whether there is another spoken language at home. Where a parent has indicated that English is an additional language, this is recorded on our SIMS register and a list of these children will be given to all staff and SENDCO.

Planning, Monitoring and Evaluation

Information is gathered about:

- the children's linguistic background and competence in other languages
- the children's previous educational and schooling experience
- the children's family and biographical background

Staff regularly observe, assess and record information about pupils' developing use of language. Whilst account is taken of EAL development, the Nursery School aims to set appropriate and challenging targets for individual children.

Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum
- Effective use of language is crucial to the teaching and learning of every subject
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension
- Teachers have a crucial role in modeling uses of language
- All children have entitlement to the Nursery School's full curriculum
- A distinction is made between EAL and Special Educational Needs
- A distinction is made between EAL children and bilingual children
- Language is central to our identity. Therefore, staff need to be aware of the importance of children's home languages and, where applicable, to build on their existing knowledge and skills
- A child with EAL will only be placed on the SEN register when it is shown that it has an impact on their learning.

All languages, dialects, accents and cultures are equally valued.

Teaching and Learning

Planning and Differentiation

Plans will identify the demands of the EYFS Curriculum and provide differentiated opportunities for EAL children. Where appropriate, plans will be modified as appropriate.

- Activities should be carefully structured and focused
- Activities should have clear learning objectives and appropriate support and resources should be deployed to ensure that all children are able to participate
- Staff should review groupings, activities to enable EAL learners to have some access to strong English language peer models.

Strategies

Staff should use some of the following support strategies to ensure full curriculum access:

- Enhanced opportunities for speaking and listening; using 'news time' in the mornings; 'show and tell' and critical thinking activities which create discussions
- Effective role models for speaking, reading and writing
- Additional verbal support - repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Differing opportunities for play to include signing (Makaton) for support
- Discussion is provided before and during activities
- Further support for pupils' language development is provided outside the curriculum, e.g. in assemblies, extra-curricular activities etc.
- Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- Providing opportunities for children to hear their home languages as well as English
- Ensure that all equipment in class is clearly labelled with visual as well as written names to support English acquisition.

- Use of multicultural books and roleplay equipment to support inclusion of home languages, cultures and beliefs.