

Date: June 2022
Review date: June 2023
Responsibility: AP

Bishop Challoner School



EAL Policy for EYFS



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School Context

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home (or a language they are regularly exposed to) is a language other than English.

Principles of Learning Support

EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential.

Children within the EYFS are highlighted as being EAL when they enter the Nursery setting. This information is provided through the application process and through the Nursery's "All about me" starting point questionnaire.

Families are encouraged to both identify their culture and home language/languages, so that the Nursery team can support cultural diversity by celebrating festivals, being sensitive to family cultures and associated dietary requirements.

Children who have EAL (or who spend time around those who speak other languages i.e. Au pairs) are entered into the whole school EAL register and their information is shared with the EAL Co-ordinator within the Nursery – Mr Anthony Peck.

Where a child is developing communication and language skills, it is recommended they continue to speak their home language both at home and in the setting. Any communication and language in the early years should be endorsed. Children are also encouraged to communicate their needs through the use of gestures i.e. by pointing. Families are encouraged to share key words that the child uses at home, so that Nursery staff are able to help them make their basic needs understood. Books and "talking pens" are available in the child's home language to endorse their home language, in addition to our Diversity board where we record phrases and greetings in home languages. Children are actively encouraged to use their own language in both play and learning and other children are educated to respect this – for example, children may greet other children in the morning in their home language or a child may prefer to count in their home language whilst still developing their English knowledge.

The child's Key Person works closely alongside the EAL co-ordinator and Head of EYFS to ensure the child is working towards their Early Years Outcomes and making progress, as appropriate for the individual. Children who are not developing appropriately in the home language or in English should be monitored carefully and referrals made if deemed appropriate to Speech and Language for further assessment. The child's Key Person, Head of EYFS/EAL Co-ordinator may provide strategies for support for parents for promoting English at home, in addition to their home language. Children are encouraged, as part of "school readiness" to have a grasp of English and be developing their skills in the English language ready for school transition.

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