

**Outcomes
First
Group.**

Syon Nursery

EAL Policy

1.0 INTRODUCTION

The term English as an Additional Language (EAL) is used when referring to children whose main language at home is a language other than English.

This policy sets out the Nursery's aims, objectives and strategies with regard to the needs and skills of EAL children.

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 AIMS, OBJECTIVES & STRATEGIES

Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the Nursery;
- To implement Nursery-wide strategies to ensure that EAL children are supported in accessing the curriculum;
- To help children to become confident and fluent in English in order to be able to fulfil their academic potential;

Objectives

- To be able to assess the skills and needs and to give appropriate provision throughout the Nursery;
- To equip Practitioners with the knowledge, skills and resources to be able to support and monitor EAL children;
- To monitor children's progress systematically and use the data in decisions about nursery classroom management and curriculum planning;
- To maintain children's self-esteem and confidence by acknowledging and giving status to their skills in their own languages; promote the use of children's home language through rich learning and play.

Strategies

- Recognise the child's mother tongue; boost the child's self-esteem;
- Nursery classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities;
- Identify the children's strengths;

3.0 TEACHING & LEARNING

- Assess the children's English in relation to the EYFS/ national curriculum standards and expectations as soon as possible.
- Show differentiated work for EAL children in planning;

- Have high expectations; expect pupils to contribute and give you more than one-word answers;
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives;
- Recognise that EAL children need more time to process answers;
- Allow pupils to use their mother tongue to explore concepts;
- Group children to ensure that EAL pupils hear good models of English;
- Use collaborative learning techniques.

Nursery managers

The Nursery Management team will ensure that:

- All involved in teaching EAL learners liaise regularly;
- Parents and staff are aware of the school's policy on children with EAL;
- Training in planning, teaching and assessing EAL learners is available to staff;
- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed;

Practitioners

The Class Teachers / Practitioners will:

- Oversee initial assessment of children's' standard of English;
- Give guidance and support in using the assessment to set targets and plan appropriate work (complete an Individual Educational Plan for each child);
- Monitor standards of teaching and learning of EAL children;
- Liaise with the Multi-Cultural Service;
- Liaise with parents/guardians;
- Support the pupils' language development both in class and by withdrawal (for 1:1 work) as appropriate;
- Report to the Nursery Management on the effectiveness of the above and the progress of children;
- Be knowledgeable about children's' abilities and needs in English and other subjects;
- Use this knowledge effectively in curriculum planning, classroom teaching and children's grouping;

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world