English as an additional language (EAL) Policy

1. Introduction

At Home from Home Nursery, we believe that all children need to feel included and valued. Therefore, our provision takes account of the cultural and linguistic needs and recognise the positive contribution that they can make to our setting.

2. Contents

The following sections are included in this policy document:

1. Introduction
2. Contents
3. What is EAL?
4. How do we support?
5. Our aims
6. Review
7. Version Control

3. What is EAL?

English as an additional language (EAL) refers to learners whose first language is not English.

At Home from Home Nursery, we are aware that many children in our setting are learning English as an Additional Language (EAL).

• Some are bi-lingual from birth because their parents use both languages
• Some speak some English at times but are not fluent
• Some speak conversational English but are not able to express more complex thoughts
• Some are at a much earlier stage of learning English. Some EAL children may have been born in England, yet have had very little exposure to English.

4. How do we support?

Home from Home Nursery celebrates the home languages, dialects and accents of all children, employees and others associated with our nursery. We are flexible and open to applications from prospective children from any ethnic or national background.

We ensure that the nursery nurtures an ethos and environment where everybody is valued and where views are taken into consideration and no child is left behind. We strongly believe that every EAL child should be able to develop alongside their peers and get to school prepared and ready to continue their learning.

We recognise that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified, EAL pupils will continue to have equal access to the nursery provision. Similarly, we recognise that there may be EAL pupils who are gifted or talented even though they may not be fluent in English.

At Home from Home, we recognise the important role of parents and we strive to maintain quality partnerships with parents and carers to ensure every possible support is provided. We are aware that children's first language is a base for any new languages they learn later. Children will learn English more easily if their first language is developing well and we communicate this clearly with parents.

Assessment of basic command of the English language is undertaken as part of the ongoing assessment process and appropriate next steps are planned as part of the Early Years Foundation Stage planning cycle.

Planning will involve implementation of speaking and listening fun play- based learning activities to support use of language and evidence differentiation of lessons.

At Home from Home, we follow the government initiative of instilling 'British Values' into our daily lessons and learning experiences. The British Values principles teach children the values of democracy, the rule of law, individual liberty and mutual respect and tolerance. This supports the Nursery team in creating an inclusive, fair, and respectful environment for our children. (Please see Prevent Duty & British Values policy for more information)

Home from Home Nursery will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning to support their language development at home. We also ensure that children have sufficient opportunities to learn and reach a good standard in English Language during their time with us, ensuring that children are ready to benefit from the opportunities available to them as they grow and develop socially.

At Home from Home Nursery, we are committed to ensuring that the learning and development of every child who is learning English as an Additional Language is fully supported and complemented by our provision and the opportunities we provide.

5. Our Aims

We aim to ensure that all EAL children in our care can:

- Use English confidently and competently
- Use English as a means of learning across the EYFS
- Where appropriate, make use of their knowledge of other languages/ communication e.g., signing/Makaton
- We provide resources which reflect the diversity of the children who attend such as posters, dual language books etc which provide further opportunities for the children to make connections between nursery and home. Many such resources also support their learning and development in literacy.

- We organise events alongside the EAL parents to create opportunities for them to share items and resources from home e.g., “French Day”
- We encourage parents to share their culture and knowledge of mother tongue with the setting by taking part / organising activities, storytelling, bringing music and items from their home countries.
- Management and staff offer extra guidance for EAL parents when, for example, their child is due to start school, offering advice and practical support with filling out forms and applications etc

6. Review

This policy will be reviewed annually and also in line with any changes in statutory guidance.

7. Version Control

Version	Date	Status	Comments	By
1	October 2015	Issued		Emma CM
2	June 2018	Reviewed		Polly Manners
3	January 2022	Reviewed		Cassie Jones
4	October 2023	Reviewed	Added version control and updated policy to be more in line with early years.	Sophie Eade
5	May 2025	Reviewed		Sophie Eade
6	May 2026	Reviewed		Sophie Eade