



## 9.5 English as an Additional Language (EAL)

### Policy statement

We are committed to supporting pupils for whom English is not a first language, and this policy sets our aims, principles, and strategies to ensure that EAL children fulfil their potential accessing all areas of the curriculum.

We aim to:

- provide a caring, supportive, and stimulating environment in which all the children are equally valued and encouraged to reach their full potential;
- make every effort to enable children to interact socially and to ensure their wellbeing;
- recognise and value the child's home language and background.
- provide parents with clear information about the school and its procedures and to establish mutual respect for culture and values.
- make it clear that we believe that bilingualism is a strength, and that EAL pupils have a valuable contribution to make.

This policy aims to raise awareness of Mother Goose Pre-School's obligations to children and to support the planning, organisation, teaching strategies and the use of resources to meet the needs of children who have English as an additional language.

### Procedures

All EAL children are entitled to a broad, balanced and relevant curriculum whatever their ability. We aim to fully include EAL pupils, providing learning opportunities to help them develop their English. All pupils need to feel safe, accepted and valued in order to learn.

To achieve these aims, Mother Goose Pre-School will:

- ensure that the Pre-School is welcoming;
- assess individual children for cognitive level, education background and linguistic repertoire;
- establish communication links with home and family and to identify cultural and religious background;
- provide appropriate emotional and academic support;
- ensure that the setting reflects the culture of all the children, and that every child's culture and language is valued;
- plan opportunities for the children who have EAL to develop their English skills, by providing support to help them access the entire EYFS curriculum and take part in all our activities;
- provide a range of opportunities for children to engage in speaking and listening activities with their key workers;

- monitor and assess progress regularly to check that the pupils have the opportunity to achieve their full potential for learning;
- liaise contacts other settings and when possible to exchange information about the child's linguistic and cognitive ability, what support has been given and how parental partnership has developed.
- keep all staff informed by providing opportunities for information sharing/gathering.

<b>Version</b>	<b>Changes Made</b>	<b>Author</b>	<b>Date</b>	<b>Review Date</b>
1.0	Baseline version	N Hanlon	16 <sup>th</sup> April 2018	November 2019