



Policy & Procedures

English as an Additional Language (EAL) Policy

<b>Signed on behalf of Miss Daisy's Nursery School</b>
Perrin Sole

Designated Senior Person for EAL: Mrs Perrin Sole

Telephone: 020 7730 5797

Email: perrin@missdaisynursery.com

Deputy Designated Senior Person for EAL at Miss Daisy's Hyde Park: Miss Carmela Garcia

Telephone: 020 7730 5797

Email: carmela.garcia@missdaisynursery.com

**Policy statement:**

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

At Miss Daisy's 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.



Miss Daisy's Nursery celebrates the home languages, dialects and accents of all children, staff 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 Miss Daisy's 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 Miss Daisy's Nursery 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 our Miss Daisy's team in creating an inclusive, fair, and respectful environment for our children. (Please see Miss Daisy's Equal Opportunity and Inclusion policy)

### **Procedures:**

1. We value all children and acknowledge their home culture. Therefore, we promote the involvement of all parents, regardless of their linguistic or cultural background and encourage them to actively participate in the life of the nursery and their children's learning and development. We encourage all parents to get involved and help the children to explore and celebrate a wide range of festivals, cultural events and traditions. We believe that such an approach greatly benefits the children in the nursery, no matter what their cultural or linguistic background.
2. We use languages other than English which are used in the children's homes in displays and notices within the nursery.

3. We reassure parents that using their strongest language at home is beneficial to children holistic development and English learning.
4. We believe that children express themselves and learn the best through doing something that they enjoy. We follow each EAL child's interests and use play opportunities to interact with an EAL child. Facial expressions, eye contact and body language are a key factor in communication, helping the child to feel appreciated and important.
5. We ensure that when we talk to a child with little or no English, we don't use full sentences. We use one and two-word utterances, keeping our speech nice and slow and using gestures. Once the child has started to learn some English words and is confident in using them, we begin to increase the language to simple sentences.
6. We also use lots of visual aids and Makaton signs in communicating with EAL children. We find that images of routine and classroom rules, some objects and puppets are useful in engaging with the EAL child.
7. We share a diverse selection of books, songs and rhymes with each EAL child in their home language.
8. We are aware that language development occurs more frequently in a small group and in teaching activities led by an adult. Therefore, we provide children with 'language groups and talking tables' activities. These activities help children expand their vocabulary and develop understanding, looking, listening, talking, social skills (e.g. cooperation, turn taking, greetings) early literacy and auditory memory.
9. We understand that repeating, modelling the English language, giving EAL child choices and asking open ended questions are very important. However, at the same time we understand that when a child is starting to learn English, it is very normal for them to go through a silent phase – and this can last up to 6 months. During this time, the child is absorbing what they are learning and building on their understanding, all in preparation for when they feel ready to move to the next stage of speaking.
10. We ensure that all aspects of the curriculum – formal, informal and hidden – must aim to create an understanding of, and interest in, different world societies and to encourage the children to celebrate the diversity of different beliefs, traditions, languages and living patterns.
11. We encourage the EAL child's attempts to communicate in either language, giving lots of praise. It is okay for children to speak in their home language when they are at nursery.

12. We continue to reassure parents that using their strongest language at home is beneficial to children's holistic development and English learning
  
13. We offer Meet and Greet Zoom meetings/Home visits/New children's party (if permitted by government guidelines) where parents are welcome to talk about their child's strengths and interests, needs as well as letting us know their full range of language skills and experiences. We ask parents to share a simple list of 10- 20 commonly used words in their home language that can be used in nursery to support their child during settling in period. Our bilingual staff is always here to support both parents and children if needed.
  
14. We regularly reflect on our practise and undertake training to make sure that all nursery staff understands how to support EAL children effectively.