



Whitecross Nursery School

English as an Additional Language EAL Policy

Reviewed by	Claire FitzPatrick
Date of last review	May 2025
Date of next review	May 2026
Ratified by the Governing Body	

This policy will be reviewed sooner if there is a change to legislation or guidance which may affect it. Any changes will be communicated to all stakeholders.

Contents:

[Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Support](#)
4. [Inclusion](#)
5. [Initial assessments](#)
6. [Classroom practice](#)
7. [Access to the curriculum](#)
8. [Working with parents](#)
9. [Children with SEND](#)
10. [Monitoring and review](#)

Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to children whose main language at home is a language other than English.

Children with EAL will face various difficulties throughout their academic life. Children' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Children with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

This policy has been established to ensure all children with EAL at the nursery are given the best chance possible to reach their full potential.

Whitecross Nursery aims to:

- Welcome the cultural, linguistic and educational experiences children with EAL contribute to the nursery.
- Ensure strategies are in place to support children with EAL.
- Enable children with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived children with EAL.
- Assess the skills and needs of children with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support children with EAL.
- Use all available resources to raise the attainment of children with EAL.
- Systematically monitor children' progress, and adapt policies and procedures accordingly.
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the nursery.
- Maximise opportunities to model the fluent use of English.
- Ensure children with EAL are acknowledged for their skills in their own languages.

1. Legal framework

This policy has due regard to legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Education Act 2002
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy should be read in conjunction with the following nursery policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Children with Medical Conditions Policy
- Admissions Policy
- LAC Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy

2. Roles and responsibilities

The governing board will have overall responsibility for the implementation of this policy.

The Headteacher will be responsible for:

- Ensuring that those who are teaching or working with children with EAL are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review children' progress during the academic year.
- Appointing a member of staff to lead on the nursery's approach to supporting children with EAL.
- Providing the EAL lead with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensuring that procedures and policies for the day-to-day running of the nursery do not directly or indirectly discriminate against children with EAL.
- Ensuring that the approach to the curriculum includes how it is made accessible for children with EAL.

The EAL lead will be responsible for:

- The induction of newly arrived children.
- Conducting initial assessments of children with EAL.
- Liaising with teaching staff on support for children with EAL.
- Advising on strategies to support and include children with EAL and on ways to differentiate work for children with EAL.
- Encouraging and supporting children to maintain and develop their first language.
- Developing relationships between the nursery and parents of children with EAL.
- Securing and providing training to ensure staff development.
- Acting as consultants to staff on language-related issues and equal opportunity and race equality issues.
- Ensuring continuity of support and maintaining contact with other professionals involved, as well as parents and children.
- Working closely with the SENCO to develop individual transition plans tailored to the specific needs of children with additional needs.

All staff members will be responsible for:

- Providing a good model of spoken English.
- Ensuring the inclusion of children with EAL within nursery.
- Identifying children with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the child.
- Planning activities that aim to ease children's anxieties and make them feel prepared for their next stage of learning.

3. Support

Where a child with EAL is assessed as having little to no understanding of English, support will be provided by a key adult who will model play and the nursery routines.

Other methods of support that the nursery will provide, includes:

- Use of visual aids
- Targeted role play daily

4. Inclusion

The nursery utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the nursery, for both staff and children, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a child's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of children is the responsibility of the entire nursery community.
- Diversity will be valued, and classrooms will be socially inclusive.
- Teachers will be knowledgeable about children's abilities in English and use their knowledge to inform lesson planning
- Where large groups of children with EAL speak the same language, the nursery encourages wider integration to promote inclusion and to improve children's understanding of English.

5. Initial assessments

When children first join the nursery, they will undertake a timely initial assessment to gauge children' English abilities in an informal manner.

6. Classroom practice

Teachers have high expectations of all children.

Classroom activities will be matched to children' needs and abilities with visual supports being utilised where possible.

Language skills will be developed through:

- Collaborative activities involving spoken communication.
- Feedback opportunities and conversations.
- Good models provided by peers.

Active participation will be encouraged by:

- Grouping children in mixed ability groups to develop language skills.
- Classroom displays will reflect cultural and linguistic diversity.

Assessment methods will allow children to show what they can do in all curriculum areas.

7. Access to the curriculum

The needs of children with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:

- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is utilised to provide greater understanding of key concepts.
- There are opportunities for children to use their first language in the classroom.
- The support requirements of children with EAL are identified and the support is made available.

8. Working with parents

Liaison with parents is vital to the creation of a strong home and nursery partnership, which can ensure the development of children with EAL. To aid this partnership, the nursery will:

- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
- Provide interpreters for meetings when needed.
- Ensure the language used in letters to parents is clear and straightforward.
- Where necessary, ensure translations of nursery documents are carried out and provided to parents of children with EAL.
- Encourage parents to attend parents' evenings and participate in nursery functions.
- Invite parents to nursery to help with class activities, such as cooking, reading and class outings, where appropriate.
- Plan activities in a way that ensures they do not clash with religious/community commitments.
- Extra settling in sessions if needed with parent/carers to help the child with language and understanding. As well as staff knowing key words, to help communicating where everything is in nursery i.e toilets, snack table, water.

9. Children with SEND

A child is not regarded to have SEND solely because their home language is different from the language in which they are taught at nursery.

A proportion of children with EAL may have one or more types of SEND and it is imperative that this is identified at an early stage. Assessments of SEN of children with EAL will involve EAL specialists along with SEND specialists.

Where appropriate, the nursery will arrange an assessment in the child's first language and SEND support will be decided on an individual basis in the manner outlined within the nursery's Special Educational Needs and Disabilities (SEND) Policy.

The nursery will ensure that the parents or carers of a child with SEND are not prevented from presenting their views throughout the process and are clearly informed at every stage.

10. Monitoring and review

The Headteacher will review this policy on an **annual** basis, considering feedback from practitioners on the effectiveness of the identified support for transition and in light of changes to the law or statutory guidance, and will make any changes necessary.