



English Additional Language (EAL) Policy

The Education Committee is responsible for this policy.

Last Reviewed: January 2026

EAL Pupils: The term EAL is used when referring to a pupil whose main language at home is a language other than English. We recognise that for some children who are learning English as an additional language support will be necessary to enable them to communicate effectively and participate in the full curriculum. We aim to give all pupils the opportunity to overcome any barrier to learning and assessment. We welcome and value the cultural, linguistic and educational experiences that pupils with EAL can bring to the school.

We aim to help all EAL pupils become confident and fluent in speaking and listening, reading and writing in English. EAL Pupils may be offered individual or small group lessons with the SENCo in order to support their learning of English. Where additional provision is required on a 1:1 basis the headteacher may request parents pay for the additional costs of an individual lesson. We make freely available to parents particulars of the educational and welfare provision for pupils for whom English is an additional language.

Strategies and additional information for teaching pupils with EAL;

- The school environment should be socially inclusive, valuing cultural differences.
- The child's strengths should be identified and the time it takes to become fluent in another language acknowledged.
- Show differentiated work in planning for EAL pupils.
- Have high expectations; expecting pupils to contribute and encouraging more than one word answers.
- Recognising that EAL pupils may need additional time to process and vocalise answers
- Give newly arrived pupils time to absorb English (there is a recognised silent period when children understand more English than they use. This passes if their self-confidence is maintained.)
- Use groups to ensure that EAL children hear good models of English.
- Provide a range of reading books that highlight the different ways in which English is used.
- Provide phonic software and audio books as appropriate.
- Ensure that there are many opportunities for talking with both adults and peers.

The unique child

- Ensure that all families feel included and are able to participate in their childcare and learning experiences.
- Keep children safe when they may not understand verbal instructions.
- Make sure that names are correctly pronounced.
- Genuinely welcome all families and children without prejudice.

Language support policy in the Early Years

All children learn most effectively in an environment where practice is outstanding and those who are learning English as an additional language (EAL) are no different. Our inclusive ethos and culture set by leaders and followed by practitioners, are key to creating our welcoming atmosphere where everyone feels at ease. Recognising bilingualism/multilingualism as an asset to everyone, fostering reflective practices and upholding the belief that every child really does matter are all essential elements to ensure equitable and inclusive provision for all children.

Parents as partners

Here at Highfield Priory Preschool & Nursery we have robust systems in place to ensure that all families feel welcome. Families of children who are learning EAL should have the same access to involvement in the setting as all other families. If parents don't speak English, or lack confidence in their English skills then we consider alternative methods of communication.

The information that we gather from parents will provide valuable insights into the child's background, language abilities, cultural preferences and their specific individual needs.

Information is gathered on initial tours, assessments and parent link information such as the 'All About Me' form.

Creating an inclusive, language rich environment

Our setting is a truly welcoming environment with knowledgeable practitioners who are attuned to the unique needs of all children, including those learning English, this is crucial for underpinning success and development.

Our inclusive environment provides the opportunity for all children to develop. We ensure the environment reflects the uniqueness of each child – their interests, needs, background and heritage to make each child feel valued, seen and heard and therefore comfortable to express themselves. We include play and learning resources that positively reflect the language and culture of the children in the setting. The physical environment provides opportunities for children to make independent choices in our well-planned continuous provision.

As practitioners we keep ourselves informed about the languages, culture and backgrounds of the children and families we work with, such as knowing the name of the language and maybe learn some words or simple phrases. We create language friendly spaces that encourage and nurture meaningful interactions and use routines to reinforce vocabulary and language structures. If required we will use visuals to help with understanding, e.g. visual timetable, photos, objects etc

Children will use their home language with confidence if they know that the words they share will be respected and welcomed.

Assessment of EAL Children

When assessing EAL children we will assess children in line with the EYFS learning and development areas, not just on their Communication and Language ability. We will use observation, home language insights, and progress tracking to get a full picture of learning. Alongside this we will collaborate with parents and, where possible, use bilingual support to gain accurate understanding.

Early years SENDCo Responsibilities

The Early years SENDCo will:

- monitor the progress of EAL learners and help identify any additional learning needs.
- Work with practitioners to adapt the curriculum and ensure it is accessible to all EAL pupils.
- Provide resources and strategies for effective EAL support.
- Liaise with families and external agencies as needed to enhance support for the child.

Authority

The Full Board of Governors, by delegation to sub-committees, is responsible for formulating the policies and procedures that will ensure the school continue to achieve the aims of the overall school strategy. Hence, each sub-committee has Terms of Reference and assigned responsibility for policies within that scope. The sub-committees are: Finance and General Purposes Committee, Health, Safety and Wellbeing Committee, Safeguarding Committee, Education Committee and Marketing Committee.