



English as an Additional Language (EAL) Policy

Bushy Leaze Children and Families Centre is an inclusive setting that recognises and addresses the needs of children learning English as an additional language (EAL), as it recognises the diverse needs of all pupils. We monitor EAL practice and provision, drawing on advice, support and training from the Ethnic Minority and Traveller Achievement Service (EMTAS). We have an EAL co-ordinator, but responsibility for EAL is shared by all staff, and they are provided with opportunities for training on EAL to extend their knowledge and understanding and enhance their skills.

Speaking more than one language has lots of advantages for children and we recognise that children will learn English from a strong foundation in their home language. At Bushy Leaze, we value our families' home languages, and provide opportunities for children to use their home language to support their learning. We work in partnership with parents and carers, encouraging them to use their home language with their children and encourage them to also share this with the wider nursery community. We provide information and guidance on how they can support their child's learning at home.

We believe it is important to gather as much detailed information about our EAL learners and their families as possible in order that we can better understand their needs and support them appropriately. This is collected through home visits, regular meetings, Tapestry observations and comments, and where relevant, IEPs and supported programmes.

At Bushy Leaze, we are aware that there may be obstacles to communication for some families with EAL. We ensure that we provide a welcoming environment and where possible, provide information for parents in a range of languages. This includes the use of Google Translate and signposting parents to the EMTAS phone lines:

<https://www.hants.gov.uk/educationandlearning/emtas/supportinglanguages/emtas-phone-lines>

We give all children, including EAL learners, full access to the Bushy Leaze curriculum, providing additional and appropriate support when needed. This can include the use of age and interest appropriate resources, dual language books, visual prompts and other familiar objects that help children to feel included and supported. We recognise that the best place for EAL learners to develop their skills in English is in the classroom alongside their peers, and provide a language-rich environment with good models of English.

We use ongoing, formative assessment – observation, assessment and planning – to shape the teaching and learning for all children, including

those learning EAL. Our assessments cover all aspects of a child's development and their learning characteristics. Alongside this, progress in the acquisition of English for all EAL learners is monitored as part of our termly progress review.

This policy should be read in conjunction with the equality statement, Bushy Leaze curriculum and parent partnership policy.

Signed:



Headteacher

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