



English as an additional language policy

Policy Statement:

At Mosterton pre-school we celebrate and value the cultural and linguistic diversity that children and their families bring to our setting. We recognise that multilingualism enriches our learning environment and promotes a global perspective from the earliest years.

We are committed to supporting children with English as an additional language (EAL) to thrive both emotionally and academically, and to ensure they access the full EYFS curriculum with confidence.

Our Aims:

We aim to:

- Ensure EAL children feel welcomed, safe, and respected in our nursery.
- Provide all children with EAL equal access to a broad and balanced curriculum
- Support children's emotional well being and language development.
- Establish strong partnerships with parents to build mutual understanding and respect for cultural and linguistic backgrounds
- Promote high expectations and achievement for all EAL learners.

Nursery Commitments:

To achieve these aims, we will:

- Create a warm inclusive and culturally representative environment
- Assess each child's cognitive development, educational background and language use (Both English and home languages)
- Build strong home-school communication recognising and respecting religious and cultural practices.
- Offer emotional and academic support that is responsive to each child's individual needs.
- Ensure nursery displays, resources and activities reflect all children's cultures and languages.
- Regularly monitor and assess each EAL child's progress.
- Share information with other settings (E.G. previous nurseries or receiving schools) to support school transition.

Practitioners will:

- Be sensitive to and aware of cultural and linguistic diversity
- Embed diverse cultural perspectives into the curriculum naturally.
- Promote and model inclusive, respectful language use.
- Use visuals, multilingual signs, and images that reflect the cultural backgrounds of the children.
- Encourage oral language development through daily routines, play and interactions.



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Key Person Responsibilities:

Your child's key person will:

- Provide a peer buddy or mentor to support the child's transition into nursery life.
- Assess the child's language and cognitive development in both English and their home language (s)
- Provide differentiated learning experiences that match the child's interests and developmental stage, not just their English language level.
- Support home language use as a foundation for English acquisition and cognitive development.

SENDCO Responsibilities:

The SENDCO will:

- Monitor the progress of EAL learners and help identify and 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
- Liasie with families and external agencies as needed to enhance support for the child.

Key Considerations for supporting EAL learners:

- Language learning takes time:

Social English (Basic interpersonal communication skills -BICS) typically develops within 1-2 years

Academic English (Cognitive Academic Learning Proficiency – CALP) can take 5-7 years

- Mother Tongue Matters:

A child's first language is a powerful asset. It supports identity, confidence and cognitive development

- Create Inclusive Environments:

Recognise and value each child's linguistic and cultural identity.

Foster an atmosphere of belonging and high self-esteem

Avoid assumptions about children's language proficiency based solely on spoken English

- High expectations for all:

Expect children to be actively involved in learning even if their spoken English is still developing.

Recognise that EAL learners are fully capable of achieving age-appropriate outcomes.



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Teaching and learning strategies:

- Set clear, achievable learning goals, tailored to individual development needs.
- Give children extra time to process language and respond
- Encourage use of child's home language for comprehension and exploration of ideas.
- Pair EAL learners with strong English-speaking peers for peer modelling.
- Use visuals gestures repetition and practical activities to reinforce meaning.
- Encourage collaborative learning, group talk and peer supported tasks.
- Respect and respond promptly to any incidents of racial discrimination or language-based bullying.

Assessment of EAL children:

- Assess EAL children in line with the EYFS learning and development areas, not just on their English ability.
- Consider the silent period – A normal stage when children may understand a lot but not yet speak
- Use observation, home language insights, and progress tracking to get a full picture of learning.
- Collaborate with parents and, where possible use bilingual support to gain accurate understanding.

Partnership with Parents:

We believe that parents are key partners in supporting EAL development. We will:

- Provide translated materials or interpretation where possible
- Share learning strategies that families can use at home.
- Celebrate home languages through songs, books, storytelling and cultural celebrations.

Policy Monitoring and review:

This policy will be reviewed annually to ensure it reflects best practice and current EYFS guidance.

Date: September 2025

To be reviewed: **September 2026**