



9.3 Supporting children with English as an additional language (EAL)

Policy statement

We provide an environment in which all children with English as an additional language (EAL) are supported to reach their full potential.

- We recognise the fact that children may enter the setting who is already developing one or more language and is now adding English to the list.
- We have in place a clear approach for identifying, responding to, and meeting the needs of an EAL child
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with EAL and their families.
- We regularly monitor and review [our/my] policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is:
Donna Raraty
- The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with English as an additional language Policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with EAL is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply EAL support to ensure early identification of children with EAL and support speech and language.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress. Also additional action plans are in place to monitor progress.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes.

- We where appropriate, take into account children’s views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with EAL.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment.
- We provide resources (human and financial) to implement our Supporting Children with EAL.
- We ensure that all our staff are aware of our Supporting Children with EAL policy and the procedures for identifying, assessing and making provision for children with EAL. We provide in-service training for parents[, practitioners] and volunteers.
- We raise awareness of our EAL provision via our website and or promotional materials.
- We ensure the effectiveness of our EAL provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2022)
- Working Together to Safeguard Children (DfE 2015)
- Oxfordshire County Council guidance for Early Years practitioners.

This policy was adopted by	Ladybird Pre-School	<i>(name of provider)</i>
On	06/04/22	<i>(date)</i>
Date to be reviewed	06/04/23	<i>(date)</i>
Signed on behalf of the provider		
Name of signatory	Annisa Elakhal	
Role of signatory (e.g. chair, director or owner)	Manager	

Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practice (2010)
- The Early Years Foundation stage (2022)