



LITTLE CRICKETS FOREST SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

We aim to provide the means for ethnic minority children to have access to a broad and balanced curriculum and achieve their full potential. We will make every effort to enable children to interact socially and to ensure their wellbeing. We will seek to provide parents with clear information about the nursery and its procedures and to establish mutual respect for culture and values.

Little Crickets Forest school is committed to making appropriate provision of teaching and resources for children for whom English is an Additional Language (“EAL”)

We will identify individual children’s needs, recognise the skills they bring to forest school, and ensure equality of access to the curriculum.

We recognise that EAL children are in a position of learning a language (English) as a language other than their mother tongue. They are also in the position of being taught other subjects through a language which is not their mother tongue.

We ensure children have sufficient opportunities to learn and reach a good standard in English Language, ensuring that they are ready to benefit from the opportunities available to them when they begin school.

We have created an EAL register which records which languages are spoken by children, identifying their first language and the languages spoken at home. The EAL register is stored on the shared drive on the computers. Where helpful we will meet with parents to clarify which languages are spoken by whom in the family.

At Little Crickets Forest school, we recognise most EAL Children do not have Special Educational Needs and/or Disabilities (“SEND”). However, should SEND needs be identified, EAL children will have equal access to the nurseries arrangements for SEND children.

We also have a provision list for SEND children which includes those EAL children who are also SEND children and/or are provided with additional support.

Arrival at Little Crickets Forest School and identification of needs

We monitor all new arrivals’ EAL needs and languages.

We will provide a welcoming admission process.

We will seek to understand and value children prior linguistic and cultural experience. We will, where appropriate, take reasonable steps to provide opportunities for children to develop and use their home language in play and in learning, supporting their language development at home.



Parents may visit Little Crickets and talk to the children about their cultures and festivals.

Other children within the setting with the same cultural background (particularly if they are older) may help the EAL children communicate their ideas and share their culture.

We are committed to providing a welcoming environment in which EAL children feel confident and can contribute.

We will do what we can to support parents whose English is not their mother tongue.

Staff Training

Staff training will periodically include specific focus on the inclusion and particular challenges for EAL children.

EAL children are entitled to full access to the curriculum

Planning and Differentiation: Plans will identify the language demands of the curriculum and provide differentiated learning opportunities matched to the needs of our EAL children. The following are examples of the ways in which the needs of EAL children can be met:

- Recognition of the role played by the mother tongue or other languages spoken at home in the development of English.
- An understanding of the functions of the language required to make progress
- Identification and teaching of the vocabulary required to make progress. Is it every day,

specialised, or technical vocabulary? The specialised vocabulary is the hardest for EAL children.

- Enhanced opportunities for speaking and listening.
- Providing effective models of spoken and written language.
- Properly adjusting the tasks to recognise their circumstances and to meet their needs in English.

Assessment and target setting

Key Workers will monitor assessment data for relevant information on EAL needs, support, achievement and progress across the curriculum.

Where appropriate, the linguistic development of EAL children will be tracked to enable further planning and target-setting to take place.



When assessing communication, language and literacy skills, we assess children's skills in English.

If a child does not have a strong grasp of the English language, we explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.