**English as an Additional Language (EAL)**

Statement of Intent: The Nursery aims to give all children for whom English is an additional language equal access and provision under the Early Years Foundation Stage.(EYFS)

* Children’s first languages will be recognized and valued.
* Children with EAL will have equal access to learning opportunities.
* Visual aids and extra learning opportunities in small group will be used for the benefit and enhanced learning of all children within the setting.
* Practitioners will recognize non-verbal communication and understand that language and speech follows stages of development and foundation skills.
* Where necessary practitioners may signpost children and their families to the appropriate local Early Years Advisory support services.
* The Nursery will recognize all children and their families as unique and celebrate the diverse knowledge, cultures and experiences that they can offer to the setting.
* Bilingualism is an asset within our setting, both amongst our staff, children and their families, therefore their language skills will be recognised.
* Relevant Training and advice for staff will be provided where appropriate.
* Names will be pronounced and spelt correctly.

The Statutory Framework for the Early Years Foundation Stage (2012) – point 1-8 states that

*‘For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, practitioners must assess children’s skills in English. If a child does not have a strong grasp of English language, practitioners* *must 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.*