



## ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Date	Review Date	Headmistress	Proprietor
September 2025	September 2028	Mrs Eilish Sleator	Mr Brian Berkery

### Introduction

Broadhurst School is enriched by a diverse community, which reflects the cosmopolitan composition of the region that we draw from and serve. This diversity of cultural heritage is both valued and celebrated, empowering our children to be educated as international citizens.

A significant number of families have and use languages other than English at home and do so in widely differing amounts. This policy acknowledges the rich variety of languages used at home. Our school seeks to be well informed so that our provision for each pupil benefits from such understanding and appreciation.

All reasonable steps are taken in our school to provide opportunities for children to develop and use their home language in play and in learning, as well as supporting their language development at home. In our School, we actively celebrate other languages and cultures. We do this, for example, by inviting our EAL children to share their language and culture with the class, inviting parents of EAL children into school, putting up displays celebrating diversity of language and linking this to the promotion of British Values. In addition, we hold themed language sessions and activities where children have opportunities to sample the culture and language of EAL children. The school ensures that children have sufficient opportunities to learn and reach a good standard in English language throughout the Early Years Foundation Stage.

### Provision

We aim to provide a supportive environment so that children feel comfortable speaking English. Essential concepts are emphasised through repetition to enable children to access them. A variety of questioning techniques will be used sensitively to allow children to answer successfully. Teachers will consider providing extra time for children to answer questions. It is understood that when EAL children are asked a question, they will translate into their first language, formulate an answer in their first language and then translate it into English. Therefore, they may need more time for this process.

Parents answer questions on entry into the school concerning other languages spoken. Children with one or more language are identified on the English as a Second Language Register and monitored for the duration of the time at the school, to ensure they are accessing the curriculum effectively.

It is our belief that all teachers are responsible for assisting EAL children in their language development. We provide activities that allow EAL children to work on tasks with peers who have English as a first language. This is intended to enhance the language and social development of EAL children through emersion. Provision for EAL children is also made through differentiation and is included in weekly planning. Activities are planned to stimulate children's vocabulary as part of the EYFS curriculum area Communication and Language. Teaching assistants also offer additional support. Ongoing formative assessment of children's ability to access the curriculum will be made. EAL children are highlighted in ongoing assessments to show their progress within their cohort. Further assessments may be carried out, should it be necessary.

Furthermore, additional support is provided, as needed, by the Special Educational Needs Coordinator (SENDCo). The SENDCo will provide support and advise as necessary to help develop the English language structure and extend children's vocabulary. EAL children will be referred through our referral procedure and action will be taken accordingly. Parents will be informed of any extra support the pupil is receiving and will be assisted on how to support their child at home, should it be necessary. Parents may meet the SENDCo and/or class teachers at a time suitable to both parties.

### **EAL children with Special Educational Needs and/or Disability**

The school recognises that most EAL children needing additional support may not have Special Educational Needs. When we assess communication, language and literacy skills, we assess the children's skills in English. If a child does not have a strong grasp of English language, we will ensure 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. If Special Educational Needs and/or Disabilities (SEND) are identified, EAL children will have equal access to the School's SEND provision.

<b>Headmistress:</b>	Eilish Sleator	<b>Date:</b>	September 2025
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