



TAUNTON
— SCHOOL —

PRE-PREP & EYFS EDUCATIONAL AND WELFARE PROVISION FOR PUPILS WITH EAL

POLICY

Policy Lead – Head of Pre-Prep and Nursery

Last Review – September 2025

Review Schedule - Annually or following a change in legislation

Taunton School Nursery and Pre-prep aims to provide a safe, inclusive learning environment for those pupils with English as an additional language (EAL), taking into account their language needs, learning needs and social needs. We respect the cultural heritage of all pupils and endeavour to educate the wider school community about different cultures through MFL, humanities, assemblies, PSHE and special themed celebrations/cultural cuisine days.

All children with EAL are identified on entry and their language development is closely monitored. Children whose home language is English and who speak additional language/s are also recorded. The requirement to support home language in play and work in the Early Years Foundation Stage is also provided by our senior students and MFL teachers.

A child is not regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which she or he will be taught. It is recognised that each pupil with EAL needs will have their own specific profile of language needs, and an initial assessment will be made over a period of weeks.

In the early years, close liaison with parents is essential in order to respond to the early development of language skills, whether in English or an additional language. Each family's circumstances are considered to be unique and whilst parents have chosen to educate their children in English the school will endeavour to support children in the use of their home language as well.

The results of the assessments, which place pupils at NC levels for Speaking, Listening, Reading and Writing, will inform future learning/teaching targets by using the descriptors set out in the assessment document. Pupils will learn alongside their peers in the classroom, thus providing an integrated language, content and cultural environment, aimed at motivating and meeting the distinctive needs of EAL learners.

Although the school looks to work in line with a sheltered immersion model, it may still also be necessary to withdraw pupils from the mainstream class in order to work on specific targets; however, these will be time limited and the result of a strategic intervention/mode of support that is closely linked to the content and learning objectives identified and promoted within the mainstream classroom/curriculum (see: OFSTED recommendations, September 2009.)

All teachers involved with EAL pupils' learning will be involved in the planning, monitoring and reviewing of these pupils' needs and achievements.