HAPPY HOGLETS MULTILINGUAL NURSERY | OPERATED BY EDUART GLOBAL LEARNING C.I.C.

English as an Additional Language (EAL) and Inclusion Policy

Setting Name:	Happy Hoglets Multilingual Nursery	**Cohort Age Range:**	2 – 5 Years (EYFS)
Nursery Manager & DSL:	Cristina Zolde (Director, EduArt C.I.C.)	**First Aid & Medical Lead:**	Irina Matei
Implementation Date:	1st September 2026	**Next Review Date:**	1st September 2027

1. Policy Statement & Nursery Ethos

Happy Hoglets Multilingual Nursery (operated by EduArt Global Learning C.I.C.) is committed to providing an inclusive, nurturing, respectful, and stimulating early years environment in which every child aged 2–5 years is valued as a unique individual.

We recognise that our children and families come from rich linguistic, cultural, social, and family backgrounds. At Happy Hoglets, we celebrate multilingualism and cultural diversity as core strengths that enrich our nursery community. Every child has the right to participate fully in play, learning, relationships, and community life.

> **Our Core Inclusion Principles at Happy Hoglets**
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> - **Every language is valued:** Home languages are celebrated alongside English every day.
> - **Every child belongs:** Every hoglet feels safe, welcome, and secure in our nursery family.
> - **Every child is capable:** All children can learn, communicate, and thrive with the right support.
> - **Every voice matters:** Children are supported to express themselves verbally, non-verbally, and in their home language.
> - **Shared responsibility:** Inclusion is embedded in the daily practice of every Happy Hoglets practitioner.

Happy Hoglets explicitly recognises that **learning English as an additional language (EAL) is not a special educational need or disability (SEND)**. Children learning EAL may require additional time, visual cues, and warm encouragement to acquire English while continuing to develop fluency in their home language. Where a child has both EAL and SEND, we ensure both needs are identified early and supported through tailored, coordinated provision.

2. Purpose & Scope of the Policy

This policy applies specifically to all staff, educators, key persons, apprentices, students, and volunteers working at **Happy Hoglets Multilingual Nursery**, across both our indoor nursery rooms and our off-site community learning spaces (including the **Wolseley Trust Community Garden** and **Wolseley Trust Community Hall**).

Its aims are to:

- Promote equality of opportunity, belonging, and anti-discriminatory practice across all nursery routines and activities.
- Provide high-quality, language-rich support for children learning English as an additional language.

- Recognise, respect, and actively integrate children's home languages and cultural identities into our EYFS curriculum.
- Ensure early identification and graduated support (Assess, Plan, Do, Review) for children with SEND or developmental delays.
- Build strong, accessible partnerships with parents and carers, removing language barriers to family engagement.
- Ensure full compliance with statutory safeguarding, equality, and Ofsted Early Years inspection requirements.

3. Legislative & Regulatory Framework

This policy is written in accordance with current UK legislation and statutory early years guidance:

- **Early Years Foundation Stage (EYFS) Statutory Framework (effective September 2026)** – specifically Learning and Development requirements for Communication and Language, and Safeguarding and Welfare requirements for Equal Opportunities and SENCO provision.
- **Ofsted Early Years Inspection Toolkit** – ensuring inclusive practice and strong communication outcomes for all children, including disadvantaged children and those with EAL or SEND.
- **Equality Act 2010** – preventing direct or indirect discrimination based on protected characteristics (race, nationality, language, religion, disability, sex).
- **Children and Families Act 2014 & SEND Code of Practice: 0 to 25 years.**
- **Working Together to Safeguard Children**, **Human Rights Act 1998**, and **Data Protection Act 2018 (UK GDPR)**.
- **Plymouth City Council Local Offer & Early Years Inclusion Guidance.**

4. Our Inclusive Nursery Approach

Happy Hoglets adopts a child-centred, strengths-based approach rooted in the EYFS unique child principle. Inclusion is woven into our daily continuous provision, routines, meal times, and outdoor exploration rather than treated as an isolated intervention.

- **Key Person System:** Every child is assigned a dedicated Key Person who builds a warm, trusting bond with the child and family, acting as their primary advocate.
- **Reasonable Adjustments:** Practitioners adapt environments, sensory inputs, routines, and resources so no child is excluded due to language, disability, neurodiversity, cultural background, or family circumstances.
- **Positive Role Modelling:** Staff model respect, empathy, and curiosity about different cultures, traditions, and languages, helping children build positive friendships.

5. English as an Additional Language (EAL) in Practice

5.1 Understanding Multilingual Development

A child is recorded as learning EAL when English is not their first or sole home language. Children joining Happy Hoglets may speak one or more languages at home, be exposed to multiple languages simultaneously, or be encountering English for the very first time. We view multilingualism as a cognitive and social asset. Children are never pressured to stop speaking their home language.

5.2 Settling-In & Partnership with Parents

Before a child starts at Happy Hoglets, the child's Key Person meets with parents/carers to complete a comprehensive **All About Me & Language Profile**, capturing:

- The child's home language(s) and languages spoken by close family members.
- Key comfort words, greetings, and routine phrases in the child's home language (e.g., *toilet, water, hungry, mummy/daddy, all done, gentle*).
- Preferred communication styles, cultural celebrations, dietary requirements, and favourite songs or stories.
- Any previous early years attendance, developmental milestones, or known SEND needs.

Where parents speak limited English, Happy Hoglets provides translated key welcome documents, visual guides, or arranges bilingual staff/interpreter support during inductions and progress reviews.

5.3 Daily EAL Teaching Strategies Across Nursery & Community Spaces

Practice Area	How Happy Hoglets Practitioners Support EAL Learners
Visual & Non-Verbal Cues	Use visual daily timetables, now-and-next boards, Makaton signs, gestures, real objects, and photographs during transitions, snack times, and walks to the Wolseley Trust Garden.
Language-Rich Modelling	Speak clearly in short, natural English sentences alongside home language keywords; narrate children's play ("sportscasting"), repeat, and gently extend single words into phrases.
Silent Period Respect	Recognise that new EAL learners may go through a natural observational "silent period." Staff validate non-verbal communication without pressuring children to speak before they are ready.
Multilingual Environment	Display multilingual welcome signs, numbers, and labels; share bilingual picture books, dual-language storytelling, and songs/rhymes from children's home cultures during Happy Circle.
Outdoor & Physical Play	Use active sessions in the Wolseley Trust Community Garden (mud kitchen, planting) and Community Hall (soft play, parachute games) to build shared vocabulary through action and peer play.

6. Special Educational Needs and Disabilities (SEND) & Monitoring Progress

In line with the EYFS Statutory Framework, practitioners continuously observe and assess children's progress across all seven areas of learning, paying close attention to the prime areas (Communication and Language; Personal, Social and Emotional Development; Physical Development), including the statutory **Progress Check at Age Two**.

- **Distinguishing EAL from SEND:** When assessing a multilingual child's communication, staff evaluate the child's understanding and expression across *both* their home language (in partnership with parents) and English.
- **Graduated Response:** If a child shows persistent delays in their home language as well as English, or presents with other developmental or physical needs, the Nursery Manager / Setting SENCO works with parents to implement an Individual Support Plan (ISP) and, with parental consent, liaises with Plymouth Early Years Inclusion Services, Speech and Language Therapists, or Health Visitors.

7. Policy Governance & Sign-Off

This policy is reviewed annually by the Nursery Manager and Directors of EduArt Global Learning C.I.C. to ensure ongoing compliance with the EYFS Statutory Framework and Ofsted registration standards. All staff sign to confirm they have read and understood this policy during induction.

Policy Approval & Statutory Sign-Off

Policy Title:	English as an Additional Language (EAL) and Inclusion Policy
Setting / Registered Body:	Happy Hoglets Multilingual Nursery (EduArt Global Learning C.I.C.)
Approved By (Manager & DSL):	Cristina Zolde — Director, EduArt C.I.C. & Nursery Manager
Signature & Date:	Signed: _____ Date: 01 / 09 / 2026
Next Scheduled Review Date:	1st September 2027