



Children of the World Montessori School

St. Mark's Hall, Dedworth Road, Windsor, SL4 4JS
01753 833771 | www.cotwmontessori.co.uk | mail@cotwmontessori.co.uk

English as an Additional Language (EAL) Policy

Aims

Children of the World Montessori School welcomes and values children and families from all linguistic and cultural backgrounds. We aim to ensure that children learning English as an additional language feel safe, secure, included and valued and have full access to the Early Years Foundation Stage and Montessori curriculum.

We aim to:

- meet each child's individual needs and support them to reach their potential;
- value and celebrate children's home languages, cultures and experiences;
- work closely with parents and carers, recognising their knowledge of their child;
- provide an inclusive learning environment and appropriate resources that reflect the diversity of our children and wider community.

Home Language and Learning English

We recognise that a child may join our setting already developing one or more languages while learning English as an additional language. Children are given time, patience and sensitive support as they become familiar with English.

We value children's skills in their home language and encourage parents and carers to continue to use, maintain and develop their home language with their child. Children will be given appropriate opportunities to develop and use their home language in play and learning while also having sufficient opportunities to learn and develop their English.

Parents and carers are invited to share information about their home language and cultural background with staff and their child's key person. Families may provide useful key words, phrases and their translations to help support the child's transition into COTW.

Supporting Communication

Staff support children's understanding and communication in ways appropriate to the individual child. This may include:

- visual prompts and pictorial resources;
- gestures, facial expressions and actions;
- real objects and practical demonstrations;
- clear, simple language and repetition where helpful;
- giving children sufficient time to listen, observe and respond.

Starting at COTW

The child's key person will work with the family to find out as much as possible about the child, including the correct pronunciation of their name, languages spoken at home, cultural or dietary needs, previous early-years experiences and any information that will help them settle successfully.

We will take reasonable steps to ensure that parents and carers can understand important information from the setting and are able to communicate their views, questions and concerns to staff.

Monitoring Language Development

Staff observe and monitor each child's communication and language development as part of normal EYFS practice. When considering a child's progress, staff will take account of their development in both English and their home language where information is available.

Learning English as an additional language is not in itself a special educational need. Where there are concerns about a child's communication or development that appear to extend beyond learning English, these will be discussed sensitively with parents/carers and, where appropriate, the setting's SENCO and other relevant professionals.

Reviewed and updated: September 2026

Review date: September 2027