



English as an Additional Language (EAL) Policy

March 2017

To be reviewed March 2019

This policy links to:

The Early Years Foundation Stage (Dfe2014) Statutory Framework – Setting the standards for learning, development and care for children from birth to five years old.

Language Learning

We recognise the fact that a child may enter our setting who is already developing one or more language and is now adding English to the list.

We always allow these children extra space and time, patience and support. We acknowledge and celebrate the skills they have in their home language and we believe this promotes confidence in their own abilities and raises their self-esteem. We recognise and reassure parents that their children will benefit if they use, maintain and develop their 'home' language and we encourage them to spend time in this interaction with their child.

We invite parents to share their home language and cultural background with staff and other children in the nursery through visits and the participation in activities. Parents are invited to provide a list of key words and phrases or translations of these, to assist the child's transition into Nursery. All staff have iPads and will use a translate programme to aid communication with families and children.

Social Skills

Children who share the same home language are encouraged and enabled to spend time together in the nursery to communicate. All staff ensure they make their teaching as visual as possible through the provision of pictorial and additional resources to assist EAL children and to enable them to fully access the inclusive learning environment. Staff are trained in Signalong (s sign language) to help all our children's language development. All staff ensure they use gestures, facial expressions and explanatory actions together with the use of objects to explain each part of an activity.

Introduction

On entry to the nursery the family is welcomed by the Head Teacher and Home Visits are arranged to facilitate the getting to know you process. Staff and the child's Key Person seek to find out as much as possible about the child, their strengths and individual needs. This includes details such as their correct name and pronunciation, dietary needs, dress code and previous early years setting experience. We offer support and assistance in completing the setting's Registration Form if required, and continue to liaise with the family and ensure that they receive information and newsletters in a form that is accessible to them and that they are able to communicate their views and concerns to the staff without difficulty.

Language Development

We differentiate between those children who speak English as an additional language or those who are bilingual by using the following definitions as provided by the Department of Education. EAL stands for English as an additional language and recognises the fact that many children learn English in schools in this country already know one or more other languages and are adding English to that repertoire. Within our rooms there will be a spectrum of children from those who have just arrived in Liverpool and will have no English

yet, children who are learning to speak English alongside their home language, and children who are fluent in English and their home language. Bilingual refers to those children who have access to more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages. Should a child start Nursery as either an EAL or Bilingual speaker we will add their name to our EAL Register and monitor and track their progress during their Baseline and termly data collection exercise.