English as an Additional Language

Aims of Policy

The term EAL is used when referring to pupils where the mother language at home is not English. This policy sets out the Nursery's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards as well as to welcome and value the cultural, linguistic and educational experiences that the children bring to the setting. Our strategy to support and include all families who do not speak or cannot understand English will be implemented by all staff.

Procedure:

New Beginnings child registration forms include 'Child's first language'. This is for us to establish whether parents/carers may need support to understand the routines and learning environment that their child will experience prior to them starting their first session.

A child with EAL will be allocated a key person with EAL experience where possible, who will work in partnership with the child's parents/carers.

New Beginnings will be respectful of cultural and religious beliefs and abide with parental preferences. New Beginnings will give parents/carers regular information as well as time to understand the system and routines the children will experience.

Letters and information where possible will be in parents' spoken language (if requested) or verbally to the parents/carers.

Parents/carers will be encouraged to contribute to their child's learning journey by visiting, bringing in pictures, photographs etc and taking part in activities with their child.

Through regular assessments, the child's key person will determine if there is cause for concern. If it is decided that a child with EAL would benefit from additional support, the key person will liaise with the setting's SENCO. The SENCO / Manager may contact the speech therapist for further assessment.

To speak another language other than English or to be multi lingual will be celebrated. Staff will promote a positive attitude towards bilingualism and we will provide opportunities for the development of the child's home language i.e. display words that are familiar to the child.

Staff will encourage the children's language in the following way:
- We will keep language simple and literal so that the child has the best opportunity to understand.
- When communicating with a child, we will come down to the child's level, use eye contact and talk to them using clear words and short sentences.
- We will give the child time to respond.
- Staff will be encouraged to learn key words in the child's first language so that they can tell communicate their needs and feelings.
- We will choose stories which are simple, have clear pictures, repetitive, yet are interesting to the child.
- We will encourage the child to teach the other children important words in their own language i.e. 'hello', 'goodbye', etc This will support communication and social skills.
- We will use correct sentences for the child to model when they try to communicate.
- All staff will engage with EAL children using non-verbal communication alongside the verbal. This will involve using symbols, pictures, books, visual time tables, puppets, props and drawings.
- Staff that can communicate using sign language or who can speak an alternative language will be encouraged to use this if it will support and benefit the child.
- To support children, parents/carers with the transition to primary school. This may include:

  - ✓ Supplying parents/carers with plenty of information and helping them to understand the procedure.

- ✓ Support family with completing forms
- ✓ Liaising with teachers
- ✓ Setting up a visit with parents/carers and child
- ✓ Inviting teacher to the setting
- ✓ Supporting child with transition to school (see transition policy)
- ✓

> All staff will be familiar with the strategies put in place. Staff will also be encouraged to seek further advice from the Manager

This policy was adopted on	Signed on behalf of the nursery	Date for review
June 2019	*Ruth Oseme*	*June 2020*