

English as an additional language Policy



Magdalen Gates
Preschool

Aims

- For each individual in the preschool, regardless of gender, race, culture and background, to reach their full potential in an inclusive environment where happiness and security are a priority. Working together in an honest and respectful environment is the way forward.
- We welcome all families without prejudice.
- We aim to be the ideal environment for a child to learn EAL.
- We are committed to making appropriate provision of teaching and resources for children for whom English is an additional language.
- We will identify individual children's needs, recognise the skills they bring to the preschool and ensure equality of access to the EYFS.
- We aim to ensure that all EAL children are able to, where appropriate, make use of their knowledge of other languages.

Our principles for additional language acquisition are:

- Children learning EAL are as able as any other children, and the learning experiences planned for them should be no less challenging.
- We understand that children will go through a silent period at some stage, sometimes for an extended period; we are patient during this time and continue to expect that children will respond.
- Children should be given time out from English and space to think their own thoughts.
- Language develops best when used in purposeful contexts across the EYFS
- Effective use of language is crucial to learning
- Practitioners have a crucial role in modelling uses of language
- The focus and use of additional support is integral to the EYFS
- A distinction is made between EAL and Special Educational Needs
- Language is central to our identity, therefore practitioners need to be aware of the importance of children's home languages and to build on their existing knowledge and skills
- Many concepts and skills depend on, and benefit from, well-developed home language. Literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

What we will do:

- Staff will monitor, observe, assess and record information, within

the EYFS, about a child's individual development of EAL. This information will be shared with parents through diary notes and learning journey reflections.

- We provide a welcoming admissions process and support new children and their families – we record detailed language background, home language preferences, customs, diet, festivals, worship and skills on admission.
- We take account of parents' linguistic, cultural and religious backgrounds when planning the curriculum and home-preschool links.
- We reassure parents that use of home languages in the setting will support their child's overall learning and developing use of language including English.
- We ensure that our written and spoken communication with families and with the community is effective through the use of plain English.
- We access interpreting and translation services as necessary to ensure a two-way communication is effective.
- We work closely with members of the wider community to support our EAL children eg. Bilingual professionals, religious/cultural advice and other agencies such as, speech/language therapists and health visitors.
- We make sure names (parents and children) are correctly pronounced.
- We will assess regularly for cultural bias and remove any bias that is identified within the setting.
- We keep children safe when they may not understand verbal instructions.
- Displays and resources reflect linguistic and cultural diversity.
- We will ensure a range of resources are used to support children's linguistic development eg. Games, visual materials, computer software, bilingual books, posters, labels and role play equipment.
- Children have the opportunity to make independent choices about their play so we can observe their interests and support them. We use a visual timetable to support this.
- We maximise the use of outdoor play as **children make at least 5 times as many utterances outside as they do inside.** We observe this behaviour and use it to support the child's needs.
- We evaluate our practice regularly to ensure it is equal for all families.
- Staff actively inform themselves about the languages, cultures and circumstances of families in preschool. Staff attend appropriate training and it is cascaded down to others.
- We signpost families towards opportunities for learning/improving English, to enable them to participate more fully in the community and in their child's learning.

References/Useful publications

“Supporting children learning EAL – Guidance for practitioners in the EYFS” DCSF (2007)

“Letters and Sounds – Phase One (Early Years)”

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