

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Statement of intent

We undertake to include all children and welcome those who are not able to speak or understand English, this is in line with the Race Relations Act 1976. We identify the child's first language prior to admission. We understand that parents from other countries may have no personal experience of pre-school or early years education and therefore it is important that sufficient time is given for them settle into the new experience. No assumptions will be made of the child's ability and learning capacity based solely on children's ability to speak English but will be based on what a child "can do". We believe communications with parents is vital and therefore will invite children's parents in regularly for special events and also to make sure they feel welcome at the setting and will strive to develop a warm positive trusting relationship to promote interactions with Bishy Barnabees.

Aim

- We aim to offer an inclusive education in which the child's first language is acknowledged and encouraged to develop alongside their acquisition of English whilst celebrating their own culture and background.
- We are dedicated to raising the achievement and attainment of children with English as an additional language and will provide an environment in which children are able to grow in confidence and hence demonstrate their embedded learning within an environment which reflects their cultural and linguistic heritage with learning being supported by a wide range of stimuli and experiences and celebrate all languages, including English, to ensure that multi-lingual children are not seen as disadvantaged.
- We will ensure that all children feel comfortable and valued within the nursery setting and will provide a welcoming environment to help children settle in quickly, providing equal opportunities regardless of race, gender or disability.
- All staff will engage with all children who have English as an additional language using non-verbal communication alongside verbal communication which will involve the use of sign language, symbols, visuals, drama and drawings as well as props.
- Staff members will respect the different phases that children may go through including clinging/crying, watching, silent, noisy, physical and understanding but non speaking phases.
- Every child will be allocated a keyperson who will be able to facilitate and comfort the child during the initial settling in period.

- We will obtain as much information as possible in respect of the families/child's cultural background, religion, country of origin and any cultural needs along with dietary restrictions to prevent misunderstandings and to establish if the child is able to converse in English or whether they may require alternate support to understand the nursery routine.

Procedures

- Children will be given opportunities to engage in activities and first-hand experiences that do not depend solely on English for success and where they can participate in ways that reveal what they know and can do in the security of their home language.
- Staff members are flexible and creative to ensure that effective communications with parents and children take place. Actively challenging barriers and offering a range of readily accessible provision.
- We will give praise and will maintain all children's first language and invite a translator to be in attendance with parents in any meetings which may be required within Bishy Barnabees.
- We will provide bi-lingual books along with additional music for children in their "first language" and encourage parents to come into Bishy Barnabees to teach these to all the children.
- Staff who are able to speak an alternative language will be encouraged to use it with the children in a variety of situations.
- Staff members are encouraged to keep talking even if the children are unable to do so in English. We will keep language simple so that the child has the best opportunity to understand.
- We will learn key words in the child's first language so they can tell us important things like needing the toilet, being thirsty or wanting to play with a toy.
- We will encourage the child to teach other children the name of objects in their own language.
- We will use non-verbal clues when working with children.
- We will use stories which are simple, have clear pictures and are repetitive but also interesting.
- We will recognize that children understand a new language much faster than they are able to speak it and therefore always use verbal instructions or comments alongside non-verbal ones.
- We recognize all children's attempts at communication, however small they may appear, giving instructions individually, using eye contact and

getting down to a child's level in addition to allowing plenty of time for responses.

- We will provide positive images of people from minority ethnic groups, people from diverse cultural and religious backgrounds and ensure that are represented in non-stereotypical ways and ensure that work from all children is on display in the nursery.
- We will provide familiar resources which children may have regular contact with i.e. musical instruments, artefacts, cooking utensils, clothing for dressing up.
- We will encourage children to feel confident about snacks so these should be familiar.
- Staff are made aware of the cultures with regards to the use of cutlery and will ensure that familiar fruit and vegetables are brought into the nursery as well as respecting some cultures difficulties using specific words and will ensure all children are inclusive including pictures of homes, and places of worship to make culture part of everyday life at Bishy Barnabees.
- We will celebrate all festivals including religious ones through displays and ensure they are appropriate and sensitive. Seeking advice from a practicing member of the appropriate faith if appropriate.
- We will provide access to a translator if a parent requires this to ensure accessibility to knowledge of their child's progress.

This policy should be read in conjunction with the keyperson, settling-in, transition, parent partnership, Keyperson policy, Health and Safety Policy and Equality, inclusion and diversity, Looked after Children Policy, Equipment and resources policies.

This policy was adopted in June 2015
Reviewed March 2017