

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Policy statement

Creative Minds Nurseries Ltd welcomes children from range of linguistic backgrounds. We aim to recognise and meet the needs of children who have English as an additional language (EAL). We aim to provide our EAL children with safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

We are proactive in removing barriers that stand in the way of learning and success of children speaking English as an additional language. We ensure that EAL children have equal access to curriculum and achievement of their educational potential.

Procedures

Creating a positive Environment

- We provide opportunities to children to learn about different countries, people and their cultures through our varied curriculum. We celebrate a wide range of festivals. We have multilingual resources in the learning environment like role play area, bilingual books, posters.
- On induction, we ask parents for key words in the child's first language to enable us to use these to communicate with the children.
- We will keep language simple initially so the child has the best opportunity to understand.
- We will give instructions to the child individually using eye contact and gestures as we understand generalized instructions are hard to follow.
- We will give the child plenty of time to respond as we recognize it takes time to translate.
- We have key words relevant to the child on display with pictures around the room, to help staff communicate with the child and for the child to tell us what they want.
- We will encourage the child and their family to teach children and staff the names of objects in their own language.
- We will model correct sentences, without correcting the child, when they have tried to communicate.

Working with Parents

- We identify the child's first language at the pre admission stage, and establish whether the parents are able to converse in English or whether they will need alternative support to understand the routines and learning environment their child/ren will experience.
- When completing the admissions forms and on induction, we will take down details of the country of origin, the religion, the language and key cultural needs of the child. These may include dietary restrictions which will be shared with all staff.
- Parents are encouraged to contribute to the learning of their child by visiting, sharing significant events/festivals and doing activities like reading a book in their home language.

Assessment

- Regular observations will be made by staff members to monitor the progress of EAL in communication and language area of development. Where concerns are exposed through these regular assessments, it is the responsibility of the key worker to discuss the child's first language competency with the parents. If this is not age appropriate, the key worker will inform the SENCO and discuss if any action is required. When the progress of the child in their home language appears appropriate, we will look at the other needs of the child and whether there are any other learning opportunities which should be focused on.

Responsibilities

- All staff are familiar with this policy and are involved in ensuring it is being carried out. Each member of staff are responsible for supporting and encouraging their key children who have English as an additional language.
- The key worker will plan activities to develop the English language of the child.
- The key worker is responsible for liaising with the parents and monitoring the development of the individual child.
- It is the responsibility of staff to educate themselves of the different cultures, beliefs, language and countries the children in their care come from.
- The manager is responsible for empowering staff to meet the needs of bilingual and multilingual children through training and providing strategies during mentoring meetings.