

English as an Additional Language Policy



Policy

Children in early years settings may have a home language other than English.

Practitioners should value this linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.

- Some children are bilingual from birth, because their families have talked to them in more than one language. Bilingualism is an asset and the first language has a continuing and significant role in identity, learning and the acquisition of additional languages.
- Some children will be acquiring English as an additional language. As with their first language, this needs to be learnt in a context, through practical meaningful experiences and interaction with others. These children may spend a long time listening before they speak English and will often be able to understand much of what they hear, particularly where communication through gesture, sign, facial expression and using visual support is encouraged.

We designate a member of staff to be the English as an additional language (EAL) co-ordinator to support our children and families. The EAL co-ordinator works closely with our nursery management team and other colleagues and has responsibility for the day-to-day implementation of this policy and to support children learning English as an additional language (EAL).

Our EAL co-ordinator is:

Dawn Clarke

Procedure

- The EAL co-ordinator is responsible for maintaining a list of all children in the nursery who are learning English as an additional language.
- The EAL co-ordinator is responsible for completing an annual review of the provision for children with English as an additional language, and where required supporting colleagues to develop action plans to improve practice.
- When a child joins Tiny Oaks Day Nursery with English as an additional language, we provide request the Parents / Guardians complete a home language form. Using key words, we request Parents / Guardians write down the key word in their home language and the pronunciation of the word.

The EAL co-ordinator will support the key persons in:

- Using resources and settling in procedures to assist a smooth transition into the setting.
- The effective teaching of children who speak English as an additional language to gain the skills they need to communicate effectively.
- Ensuring children are developing skills in the prime and specific areas of learning that help them to be ready for school.

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- Mantra Lingua PenPal and supporting resources (books, posters etc) can be used to provide bespoke and personal support and encouragement to children and families with EAL.

Learning opportunities should be planned to help children to develop their English, and support should be provided to help them to take part in other activities. This may include;

- Building on children's experiences of language at home and in the wider community by providing a range of opportunities to use their home language(s), so that their developing use of English and other languages support one another.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Ensuring that all children have opportunities to recognise and show respect for each child's home language.
- Providing a bilingual support, in particular to extend vocabulary and support children's developing understanding;
- Providing a variety of writing in the children's home languages as well as English, including books, notices and labels.
- Providing opportunities for children to hear their home languages as well as English, for example through use of audio and video materials.
- If needed, ECAT resources are available in a number of different languages to support families.

This policy was adopted on	Signed on behalf of the nursery	Date for review
16/1/2023	<i>m khaira</i>	16/01/2024