



## 2e: English as an Additional Language

We value the contribution which ethnic minority children make through bringing their culture and language to enrich our nursery environment and recognise that a child may be developing one or more language at home and is now learning English as an additional language.

Upon entry to the nursery the family is welcomed by the child's Key Worker who seeks to find out as much as possible about the child and their individual needs. This includes details such as their correct name and pronunciation, dietary needs, dress code and previous early years setting experience. The key worker continues to liaise with the family and ensures that they receive information and newsletters in a form that is accessible to them and that they are able to communicate their views and concerns to the staff without difficulty. Parents note the languages spoken at home on their Registration Form.

Should a child start Nursery as either an EAL or Bilingual speaker we will add their name to our EAL Register and monitor and track their progress during their Baseline, Development Checks and Assessments.

We aim to provide the means for ethnic minority children to have access to a broad and balanced curriculum and achieve their full academic potential. We will make every effort to enable children to interact socially and to ensure their wellbeing. We will seek to provide parents with clear information about the school and its procedures and to establish mutual respect for culture and values.



### **To achieve these aims at we nursery we will:**

- ensure that the nursery is welcoming
- assess individual children for cognitive level, education background and linguistic repertoire
- establish communication links with home and family and to identify cultural and religious background
- provide appropriate emotional and academic support
- ensure that the setting reflects the culture of all the children, and that every child's culture and language is valued
- monitor and assess progress regularly to check that the pupils can achieve their full potential for learning
- liaise contacts with pre-school and transfer schools when possible to exchange information about the child's linguistic and cognitive ability, what support has been given and how parental partnership has developed.
- keep all staff informed by providing opportunities for information sharing/gathering.

### **All practitioners will:**

- be made aware of and be sensitive to cultural needs of children
- include reflection on other cultures as normal part of the curriculum
- promote language awareness throughout the nursery
- display pictures reflecting different cultures
- ensure that differentiated work, 'suited to the child's intellectual ability is provided, being mindful of the particular level of English usage.

### **The SENco will:**

- support EAL pupils in gaining access to the curriculum
- work in partnership with practitioners to tailor curriculum and delivery



- make the curriculum accessible through the provision of differentiated materials

Parents and practitioners should note the following points when supporting children with EAL:

Learning an additional language is a long-term process. While social fluency may be acquired within two years, it may take EAL children years to gain the skills and understanding to participate fully in the educational system, in-line with mother tongue speakers of English.

At Abbeydale Cottage Nursery we believe that language learning is most successful, for both EAL speakers and early bilingual learners where:

- it is taught within the context of the EYFS curriculum
- oral language is at the heart of provision
- the informed contribution of parents to their children's education is seen as vital to the children's progress

#### **Nursery ethos:**

- recognise the child's mother tongue – this does not mean they have 'no' language, they have a different language/s
- classroom socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- boost self-esteem
- identify children's strengths and interests to work with

#### **Teaching and learning strategies:**

- ensure that EAL children are set appropriate and challenging learning objectives
- recognise that EAL pupils need more time to process answers



- talking about language and literacy with peers and adults is essential – it helps pupils to use their home language when talking about literacy
- give newly arrived young children time to absorb English (there is a recognised ‘silent period’ when children understand much more English than they use – this will pass if their self-confidence is maintained)
- ensure that EAL pupils hear good models of English, wherever possible

### **Assessment:**

Children learning EAL need to be assessed in relation to the Early Years Foundation Stage Curriculum standards and expectations as early as possible.

Learning an additional language is a long-term process. While social fluency may be acquired within two years, it may take EAL pupils from 5-7 years to gain the skills and understanding to participate fully in an educational system, in-line with mother tongue speakers of English.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>September 2015</i>		<i>Annually</i>