

Egerton Nursery & out of School Club

Arrangements for children who use English as an additional language Policy (**EAL**)



Egerton Nursery and Out of School Club

Document History

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1	28/09/2021	New Policy
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List of Abbreviations Used

EAL	English as Additional Language
EYFS & EYFSP	Early Years Foundation Stage Profile
DFE	Department for Education
OFSTED	Office For Standards In Education

Introduction

At ***Egerton Nursery and Out of School Club*** we can do a lot to support children who are learning EAL in our Early Years settings. These days there are many instances of bilingualism and multilingualism within our settings, and it is our job to support these children in communicating effectively with adults and peers, and to ensure they are progressing well within all areas of learning.

At present, data shows that children with EAL under perform in the EYFSP compared with children whose first language is English.

We therefore need to follow the specific guidance in the EYFS: **“1.8** for children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

When assessing communication, language and literacy skills, practitioners must assess children’s skills in English.

If a child does not have a strong grasp of English language, practitioners must explore the child’s skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.”

How do we know if a child is EAL?

Below are official definitions of EAL by the DFE and OFSTED, accompanied by guidance as to interpret them.

If you consider a child to be EAL, then you must record their home language code on the setting portal.

EAL - The Department of Education definition A pupil’s first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community.

If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child’s proficiency in English. EAL - The Ofsted definition English as an additional language (EAL) refers to learners whose first language is not English.

These definitions therefore cover the following:

- Pupils arriving from other countries and whose first language is not English
- Pupils who have lived in the UK for a long time and may appear to be fluent, but who also speak another language at home. These pupils are often not entirely fluent in terms of their literacy levels.

- Pupils who have been born in the UK, but for whom the home language is not English (e.g. Bengali children who are born in the UK, but arrive at school with very little English due to having spoken only Bengali at home and within the community)
- Pupils who have a parent who speaks a language other than English and the child communicates with in that language (i.e. bi-lingual children)

It is important therefore to recognise that:

- Children who have British citizenship can still be EAL.
- If parents write on their child's admission form that the child speaks English as a first language, when it is clear that one or both of these parents is a speaker of another language, the child is very likely in fact to be EAL, and it will be necessary to check this.

Principles and Best Practice

The following best practice principles and guidelines will support all children's developing speech, language and communication skills. The strategies we provide for all children will also support children learning EAL:

- All children are entitled to equal access to the whole curriculum/framework.
- Learning and using more than one language is an asset and is a learning opportunity for both children and adults in the setting.
- Good development of a child's first language has a positive effect on the development of other languages.
- An atmosphere where being able to speak other languages should be truly valued as a positive skill.
- The use of stories, books, rhymes and songs are a vital part of worldwide cultural and linguistic heritage.

Practice and provision:

- Ensure we have structures and practice that promotes general best practice in supporting and developing young children's speech, language and communication
- Ask on our application form for home languages and religious cultural information, and find out what sort of learning experiences the child has at home
- Ensure correct spelling and pronunciation of children's and parents' names
- If possible, assess a child in their first language, and involve the parents in the assessment process
- We value children's first language in print, and children's early attempts in mark making in different scripts
- Recognise that children new to English may need additional adaptations to the learning environment (PECS, visual timetable, signing)

- Support staff to find resources, and to find interpreters to support children and families with EAL? (egg; google translate for newsletters/information, link with language schools, or other families with the same language).
- Provide lots of experiences and activities that promote language through play, embedding language in the actual and concrete
- Ensure children learn language in social situations by interacting with adults and other children
- Offer differentiated and challenging play activities to support language development (storytelling with props)
- Provide positive imagery ensuring children's home languages and experiences are reflected in the settings resources in order to develop a child's well-being and positive self-image

The child: Children with EAL might have to learn:

- A new set of sounds and sound groupings
- New intonation patterns
- A new script or alphabet
- A new set of sound symbol relationships
- New vocabulary
- New grammar
- New non-verbal signals
- New rules about social conventions and language
- Ability to relate to people and express feelings and emotions in a new language

At *Egerton Nursery and Out of School Club* we:

- Allow children new to English some period of time when they may just listen before they respond (10 second rule), whilst all the time talking to them, observing and monitoring their progress. Understanding is almost always in advance of spoken language; it is important that children should not feel pressurised to speak until they feel confident to do so.

It is essential that adults continue to talk to the children, respond to their non-verbal responses and involve them in all aspect of the Early Years setting.

- Plan for children to be included in smaller groups which include children who are fluent English speakers
- Plan for times when the child can be involved which require little or no English e.g. giving out snacks or drinks at snack time
- Listen to a child's attempts at communication, and encourage and attempt to interpret what they said
- Ensure children know survival language? E.g. toilet, hello, goodbye, yes, no, drink, unwell.
- Ensure ALL children have access to Key worker
- Constantly model language in a variety of situations (formal and informal) and give a running commentary during activities, to support children's understanding and access to appropriate vocabulary.

- Praise ANY attempt by the child to join in conversations (non-verbal, verbal - and give correct words).
- Explain social contexts to children in their own language (through interpreters) so that they feel comfortable with routines and cultural differences when they start at the setting.

The Family:

- Ensure the family still use the home language regularly so that they support their child's learning, well-being and self- image, as well as their developing communication skills in both languages.
- Ensure that parents and families are involved in the setting, community, and share their culture and language with the setting (use bilingual skills for story-telling, labelling, sharing information and artefacts/skills).
- Encourage the sharing of bilingual books between settings and home. Sharing songs and rhymes in home languages reinforces similarities in patterns of languages, and fosters home to settings links. Parents and bilingual staff can help translate favourites such as "twinkle, twinkle, little star" and "heads, shoulders, knees and toes" as well as sharing traditional rhymes and songs.
- Link older siblings so that younger children still have access to their home language within the setting (translation).
- Provide them with information – times, attendance, holidays, lunch/snack, policies, and home/setting links – and know that they understand this information.
- Celebrate our children's families' festivals
- Know about family customs, religion, and dress code
- Ensure we know the pronunciation and spelling of family names.
- Ensure we have an effective method of communication with the family
- Use the family to gain information to help the child settle – likes/dislikes, routine, strengths/weaknesses (**All about me-Booklet & Chatterboxes**)
- Show properly that they are welcome and make just as much time for them as we do for English speaking families.
- Ensure parents are given information/made aware of all grant entitlements (2yr old funding etc....)

The Key Person:

- Explain what the key person system is, and the benefits of it, to parents
- Learn some key words in the child's home language to demonstrate we value it.
- Ensure we are aware of any cultural differences, festivals or food requirements of the family/child, including different languages spoken/known etc., and by spending time with the family, getting to know them, and recording any pertinent information on the application form.
- Regularly keep parents informed about the child in the setting – progress, likes, dislikes, interests, skills etc. by keeping strong setting/**home links**.
- Spend time modelling language and supporting the child to progress with communication and language skills

- Have an open-door policy where parents are welcome to spend time in the setting when they want to.
- Track language development and know what to do if the child’s language does not develop, or we are concerned about the child’s general development
- Record observations of all the child's communication skills, including non-verbal and other signs of understanding, and keep language profile records involving regular discussions with parents.
- Use lots of opportunities to model new experiences and expectations.
- Track children's progress and attainment and put in interventions if needed. Ensure we discuss concerns about children's learning with manager/senco/all staff during supervisions/meetings. If concerns are valid we liaise closely with the family/parents and other professionals.
- Inform all other practitioners in the setting our plan for supporting particular children with EAL.

At Egerton Nursery and Out of School Club we pay particular attention to pronouncing and spelling the child’s name correctly. We also try as a team, to learn basic words to try and assist the child settling into the setting.

We recognise the importance of the child’s first language and the part this has already played in their life and we will try to build on this experience.

As a setting we will make arrangements to ensure that the level of activities is geared to the child, recognising that the child could be at the same stage developmentally for all other activities except spoken English.

It has to be accepted that a child could have fluency of a language that we do not understand, equal to the level at which other children speak English.

In our setting a child who does not understand English would not be expected to sit for a long time and listen to stories. Instead, time would be made to have less complex stories with visual aids aimed at the child’s level of English.

Any parent wishing to provide their own food can do so and this will be stored in the correct manner, alternatively vegetarian options will be provided.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>28.07.2020</i>		<i>January 2023</i>