Little Learners
NURSERY GROUP

EAL

Reviewed: July 2022
To be reviewed: July 2023

This policy links to:
The Early Years Foundation Stage (DfE 2017) Statutory Framework – Setting the standards for learning, development and care for children from birth to five years old.

LANGUAGE LEARNING

We recognise the fact that a child may enter our setting who is already developing one or more language and is now adding English to the list. We always allow these children extra space and time, patience and support. We acknowledge and celebrate the skills they have in their home language for we believe this promotes confidence in their own abilities and raises their self-esteem.

Additionally, the Nursery recognises and reassures parents that their children will benefit if they use, maintain and develop their 'home' language and we encourage them to spend time in this interaction with their child.

We invite parents to share their home language and cultural background with staff and other children in the nursery through visits and the participation in activities. Parents are invited to provide a list of key words and phrases or translations of these, to assist the child's transition into Nursery.

If need be, videos can be recorded on Nursery iPads of key words, phrases and favourite stories, told in the child's home language.

SOCIAL SKILLS
Children who share the same home language are encouraged and enabled to spend time together in the nursery to communicate.

Staff ensure that they make their teaching as visual as possible through the provision of pictorial and additional resources to assist EAL children and to enable them to fully access the inclusive learning environment.

Staff ensure that they use gestures, facial expressions and explanatory actions together with the use of objects to explain each part of an activity.

INTRODUCTION
Upon entry to the nursery the family is welcomed by the Nursery Manager and 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, and previous early years setting experience. Parents

note the languages spoken at home on their Registration Form.

Staff will 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.

Translators will be called upon if staff are unable to communicate with parents. May of our staff speak the home languages of the children who attend the setting.

Pre-teach materials can be sent home ahead of a new topic to support home learning.

LANGUAGE DEVELOPMENT

Staff use strategies to engaging pupils with EAL which includes a strong emphasis on role play, singing, exploring the environment and modelling language. Adults encourage social interactions with other children.

We use WIDGIT to find visuals for around the class.

We differentiate between those children who speak English as an Additional Language or those who are Bilingual by using the following definitions as provided by the Department of Education. **EAL** stands for English as an Additional Language and recognises the fact that many children learning English in schools in this country already know one or more other languages and are adding English to that repertoire. **Bilingual** is used to refer to those children who have access to more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages.

Pre-school children who require additional support in language, whether due to a SL delay, or due to language barriers, join an intervention group. Toddler room children work closely with their key workers to develop vocabulary and lead aspects 1,2 and 3 on of phase 1 phonics.