

## English as an Additional Language Policy

### Aims of Policy

This policy aims to raise awareness of Katey's Nursery & Pre-school obligations and to support the planning, organisation, teaching, assessment procedures, and use of resources and strategies to meet the needs of children who have English as an additional language (EAL) and so to raise their achievement.

### Policy Statement

Katey's Nursery & Pre-school takes great care to treat each individual person with equal rights and responsibilities to any other individual, whether they are an adult or a child. The company is committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs. We aim to ensure the successful induction and integration of all children with EAL into our setting by assessing and enhancing the learning and achievement of bilingual learners in our setting. We aim to form cross-cultural links through working in partnership with parents and staff in order to incorporate EAL children's home culture and language into our setting. Children with EAL will also be provided with sufficient opportunities to learn and reach a good standard in English Language during the EYFS and receive support with their language development at home.

**The legal framework for this policy is based on:** Early Years Foundation Stage, Department for Education

### Aims

The nursery and staff are committed to:

- Integrating children with EAL into our setting
- Assessing and enhancing the learning and achievement of children with EAL
- Forming cross-cultural links through working in partnership with parents/carers
- Providing opportunities for children with EAL to learn & reach a good standard of English language
- Striving to promote equal access to services by taking practical steps, (wherever possible and reasonable) such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families
- Including and valuing the contribution of all families to our understanding of diversity and inclusion
- Providing positive non-stereotypical information

- Continually improving our knowledge and understanding of issues of diversity
- Regularly reviewing childcare practice to ensure the policy is effective and practices are non-discriminatory

### **Planning, Monitoring and Evaluation**

- Targets for EAL children are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL children incorporates both EYFS and EAL specific objectives.
- Staff regularly observe, assess and record information about children's developing use of language.
- When planning, staff take account of the linguistic, cultural and religious backgrounds of families.

### **Teaching Strategies**

- Classroom activities have clear learning objectives and use appropriate materials and support to enable children to participate in lessons & activities.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of role-play.
- Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after activities.
- Scaffolding is provided for language and learning, e.g. talk frames..
- Materials e.g. dual language text books, dictionaries and key word lists. Videos, maps, I.C.T. and story props give crucial support.

## **Parental/Community Involvement**

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications
- Identifying linguistic, cultural and religious background of children and establishing contact with wider community where possible
- Celebrating and acknowledging the achievements of children with EAL
- Recognising and encouraging the use of first language
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.

## **Staff**

It is the policy of Katey's Nursery & Pre-school not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds as specified in this policy. All staff are expected to participate in inclusive practice.

## **Training**

The nursery recognises the importance of training as a key factor in the implementation of an effective EAL policy. The nursery will strive towards the provision of EAL training for staff on a regular basis.

*All our Policies & Procedures are crafted to ensure the highest possible standards at our setting and will be reviewed every 3 years or sooner, if necessary, in light of specific events or relevant statutory changes.*