

English As An Additional Language Policy

EAL Officer is: Shannen Starkey

“Children for whom English is not a first language bring their own cultures, traditions and experiences to the setting. This cultural and linguistic diversity can enrich the quality of nursery life for everyone.”

When children with English as an additional language start at a setting many enter an unfamiliar world where they encounter a set of languages and cultural practices that may be very different from the practices they are used to.

Staff at St. Nicholas Children’s Centre have put various procedures into place to ensure that every child is supported as far as possible for a smooth transition into the nursery environment.

Children learn a second language best in an environment which is supportive, welcoming and free from pressure. Nursery realises that we may be the first setting that the child has attended, thus we set the seed for the child’s further development in group settings. Essentially children need to feel a secure sense of belonging in both their worlds to reap the potential benefits, social, linguistic and educational of their bi-lingual status...we provide that security using the following procedures and activities:

- * Where possible and depending on the age of the children a suitable “friend” will be arranged to help a child with EAL settle in and take part in routines such as snack time etc. This along with the child’s key person will give a greater sense of security.
- * In presenting an activity to children with little or no English, staff will use clear and consistent language as well as gestures and facial expression, Staff are trained to support children with Speech and Language difficulties, including EAL. Visual aids and props are accessible to give the children the opportunity to make their own choices.
- * Staff understand and are sensitive that in the early stages of learning English, children may become tired and frustrated due to the demands on their understanding and concentration, this may impact the child’s social,

emotional and behavioural development, where necessary staff will support accordingly with support from the setting SENDCo.

- * Many children with poor communication skills lack confidence. Where a child needs to build their confidence we will offer activities in a one to one situation or within a pair. Children are more likely to speak English in this situation than in front of the whole group.

- * Stories provide an enjoyable means of bringing the language and experiences of the wider world into the setting. Stories from, or about, other cultures and backgrounds can give children insights and understanding which they may not ordinarily receive. Nursery offers books in various languages and families are invited in to nursery to read to the children in their first language, this too can be a comfort to children who have very limited understanding of English. It also gives the other children the opportunity to listen to a variety of languages. We have bi-lingual picture dictionaries.

- * Role play, plays an important part in supporting children with English as an additional language, we provide multi-cultural dolls, dressing up clothes, packaging in the child's home language and cooking utensils. The home corner is a place where children can carry out scenario's of their own experiences among their peers.

- * We display labels and phrases around the room in a variety of different languages.

- * We use cue cards with photographs/pictures, "first and then" visual prompts, timelines and text in various languages to help the children understand instructions or routine.

- * Staff have attended training and use simple Makaton signing to support language and understanding.

- * The Centre has a "Communication Book" with many visual resources.

- * Visual aids support parents to fill in registration forms.

- * Music is played from various cultures.

- * During celebrations the children create cards with greeting messages in their first language.
- * Staff have sheets with translations of some basic words/phrases and we also have the Mantra Lingua pen which translates “key phrases for nursery”.
- * The child’s key person builds a sound knowledge of the child’s needs and will support where necessary.
- * The nursery has games and puzzles which can be played by children who have no understanding of the English language.
- * Puppets can be used by the children to express feelings.
- * Celebrations and festivals of various cultures are implemented by the EAL officer who will share ideas with nursery staff, ensuring all cultures are respected and valued. On special occasions parents and carers are invited to bring in food from their own culture.
- * Staff are sent on training courses whenever possible. It is the responsibility of the EAL Officer to bring back and deliver relevant training to the rest of the staff and add to the Centre policy.
- * We ask families with children who speak English as an additional language to complete a form so that we can gather as much information as possible. On the form we ask that parents and carers with little or no English provide details of a family member or friend who is a competent home/English speaker who can be contacted if necessary. It is also our policy that if parents and carers are willing that they inform us if they are refugee’s or asylum seekers, these children may have had experiences which severely affect their lives and learning both in and out of the nursery environment. They may have suffered bereavement, trauma or injury to themselves or family members. It is our job to gather such information in order to fully support the child while they are in our care. Also during induction flash cards are available to support parents who have limited English to determine if the child suffers from allergies or takes regular medication. Staff are responsible for informing the EAL Officer if a child with EAL is starting at the Nursery.
- * We display pictures of food, traditional land marks along with flags from

each country.

* If a child with English as an additional language receives a bump to the head during their session at nursery the parent or carer who collects the child will be given a letter in their first language informing them that their child has bumped their head at nursery and may need to be seen by a doctor if any symptoms occur.

* Families with English as an additional language are encouraged to write their child's "All about me" sheet in their home language if they wish too. Nursery provide "All about me" sheets in various languages. We ask the parents/carers for simple words in their home language such as "toilet" and "mummy" etc. During the induction where possible the parent/carers will be asked to translate the information on the sheet for staff to take notes, where this is not possible we would seek support from another family member or alternatively we would use a translation telephone service.

With such strategies and procedures in place we aim to make all of the children feel welcome, safe, secure and happy in their environment while at the same time teaching the children to value different languages and cultures. It is important to us that we demonstrate to our families that bilingualism is celebrated in our setting.

We strive to support the children in learning to the best of their abilities and will do our best to offer whatever is necessary to achieve this. Staff have relevant knowledge, experience and training to identify when a child with EAL may have further speech and language difficulties, where there is concern regarding the child's general speech and language development the staff member will seek advice from the setting SENDCo. If necessary the parent/carers will be invited in to nursery to discuss the concerns and procedures will be followed to offer the child additional support.

The setting SENDCO has attended level 2 Elklan training to support children with speech and language difficulties including children who speak English as an additional language. Staff will offer Talking Topics speech and language sessions

Children with English as an additional language

Child's full name: _____

Child's first language: _____

Country of origin: _____

Name of Mother: _____

Country of Origin: _____

Length of residency in this country: _____

What language do you use to talk to your child? _____

Name of Father: _____

Country of origin: _____

Length of residency in this country: _____

What language do you use to talk to your child? _____

If you have little or no understanding of the English language please give details below of a family member or friend who can be contacted if necessary and act as an interpreter:

Name: _____

Contact number: _____

Contact number: _____

Religious background: _____

Religious/Cultural dietary requirements: _____

Special cultural and family events: _____

Has your child had any previous pre- school experience? _____

Is your child a refugee/asylum seeker? Yes/No

If yes has your child experienced loss, trauma or difficult previous experiences which staff need to be aware of? _____

Please estimate how many English words your child knows:

Less than 10

10 to 50

50 to 100

more than 100

Please give details below if there is any way you would like us to support your child in the setting: _____

Additional information: _____

Signed parent/carer: _____

Date: _____