

## **Policy and procedure around caring for and teaching children who have English as an additional language (EAL).**

Severn Beach Preschool are aware of our duties set out in the Equality Act 2010.

We are also aware of our legal responsibilities as set out in the EYFS regarding the support, teaching and assessment of those children with English as an additional language (EAL).

### **Key principles include that:**

We should support the continued development of the child's first language.

A child's first language should be acknowledged and staff will find ways of understanding communication through gesture or pointing. Use of the child's home language should be encouraged as this needs to be strong before the child can effectively take up a new language – in this case – English.

### **Important issues we must have due regard for include:**

English should not replace the home language. It should be learned in addition to the language skills already learned and being developed within the language community at home.

Children may become conversationally fluent in a new language in two to three years but may take five or more years to catch up with monolingual peers in cognitive and academic language.

Children learning EAL are as able as any other children and the learning experiences planned for them should be no less challenging.

Additional visual support (e.g. visual timetable and prompt cards) can help children learning English and using illustrations and props will also support and enhance the learning experience of their monolingual peers.

Many children go through a 'silent phase' when learning a new language. This may last for several months but is not usually a cause for concern and is not a passive stage as learning will still be taking place. Children will usually understand far more than they can say.

Understanding is always in advance of spoken language and it is important that children do not feel under pressure to speak until they feel confident. However, it is important that adults still speak to children with the expectation that they will respond.

Any non-verbal communication on the part of the child should always be responded to positively and encouragingly by adults and other children. As they observe, listen and explore in the setting, children will be applying the knowledge they already have in their new context. As they start to echo single words and phrases, joining in with repetitive songs and stories, their attempts should be sensitively encouraged and praised.

We can access a wide range of resources to provide the appropriate support a child may need in their first language including the local authority Early Years Team, the parents and close family, suitable internet sites and most staff have attended training on EAL and bilingualism.

We will reassure parents that the use of home language in the setting will support their child's overall learning and developing use of language, including English.

We will seek cultural and religious advice and support as well, where necessary.

We run Language groups for children throughout the school year to help develop vocabulary and confidence.

We will try to obtain books, toys and artefacts that represent the child's language and culture and we will avoid making any assumptions about the child and their family based on their ethnic background.

We will find an appropriate means to communicate with the child's family including providing a key person.

We will discuss the development of the child's home language at each parent's evening to assess progress to ensure there are no difficulties with speech.

We recognise that all children are individuals and will learn and develop at different rates and in different ways and that their home and family experiences will have a great impact on this.

Our admission forms record detailed cultural and language background and home language use.

For further information and support we will access the Department for Children, Schools and Families (DCSF 2007) guidance for practitioners in the EYFS, "Supporting children learning English as an additional language."