



# English as an Additional Language Policy

## Principles

Children who speak English as an additional language are entitled to equal access to the whole curriculum and to assessment procedures. St Paul's Preschool will ensure that:

- All children with EAL needs have supported access to the Early Years Foundation stage curriculum
- Bilingualism is seen as an asset and a learning opportunity
- Communication with parents is effective

## First language and bilingual support

We:

- Record language background and skills on admission to setting provide positive role models
- Raise self esteem
- Support religious/cultural diversity
- Support understanding, concept development and assessment
- Raise language awareness of all children
- And support home-preschool links

## Partnership with parents and carers

We:

- Check spelling and pronunciation of children's and parents names
- Reassure parents that use of first language at home will support their child's learning
- Reassure parents that use of child's first language in the setting will support their child's developing use of language including English
- Value, draw on and record parents' knowledge about their child including full range of language skills and experiences
- Ensure effective two-way communication of information via interpreters, translations/tapes etc
- Report progress to parents effectively i.e. in an accessible and jargon free way
- Record cultural and religious information at admission, including customs diet, festivals, worship etc
- Encourage parents' active participation in the setting e.g. using bilingual skills for storytelling, labels ect. Sharing information, skills and artifacts as appropriate

## Support children new to English

We:

- Recognise that the child may experience a silent period
- Praise and accept minimal efforts to join in or communicate
- Pair the silent child with a confident, co-operative peer with strong English language skills
- Record observation of all the child's communication skills including non-verbal gestures, body language and other signs of understanding
- Use clear, natural speech and continue talking even when the child does not respond
- Ensure the child is supported during whole group times
- Use lots of visual support, objects, pictures, non-verbal gestures ect
- Give child roles and tasks requiring little or no English e.g helping to share out drinks and food at snack time, tidying ect
- Enable child to join in the full range of activities
- Use consistent routines, explained to the child and parent so that the child knows what to expect
- Use additional verbal e.g repetition, modelling varied questioning ect
- Keep language profile records based on regular discussion with parents and support staff to record developments in both languages
- Give parents information on the local communities the setting serves in order to promote understanding of bilingualism and cultural diversity
- Try to learn key words and phrases of their children's home languages
- Encourage children to use whichever language they are most comfortable with
- Encourage visitors from the community, including parents and siblings to help settings provide appropriate and relevant activities
- Ensure children's home languages are reflected in the equipment and resources the setting provides e.g. tapes, books, puzzles and posters

Approval by the Management Committee:	
Signed:	
Chair:	
Date:	
The next review by the Management Committee will be:	

**HEALTHY EATING AND REGULAR EXERCISE IN THE YOUNG**