**English as an additional language- (EAL Policy)**

This policy sets out Windmill Pre Schools aims; objectives and strategies with regard to meeting the needs and celebrating the skills of EAL children and helping them achieve their highest potential.

**What is EAL?**

EAL stands for English as an Additional Language and recognises the fact that many children learning English in this country already know one or more other languages and are adding English to that repertoire. There are some children at Windmill Pre School that speak different languages. We want to ensure we meet the needs of those children who are fairly new to English in our setting.

**Language Learning**

* We recognise the fact that a child may enter our setting who is already developing one or more languages and is now learning English as an additional language.
* 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.
* We recognise and reassure 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/carers to share their home language and cultural background with staff and other children in our setting. This can be carried out through visits and participation in activities.
* Parents/carers are invited to provide a list of key words and phrases or translations of these, to assist the child’s transition into Pre School. Resources are gathered and favourite stories that have the child’s home language text.
* Staff ensures that they make their teaching as visual as possible through provision of photographs and additional resources to assist EAL children to fully access the inclusive learning environment.
* Staff to ensure they use gestures, facial expression and explanatory actions together with words when communicating to the children and their parents/cares.

**Introduction**

* Upon entry to Windmill Pre School the family is welcomed by the Pre School team including the child’s Key Person, 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, dress code and previous Early Years setting experience. This information will be passed onto Windmill Pre School’s SENCO, Aimee Hale to support the staff team and family further.
* The Key Person and SENCO continues to 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. Staff should seek advice and support if additional translations solutions are required.
* Parents/carers to note the language spoken at home is on their registration form and our ‘All about me’ form.

**Language Development**

* Monitoring and tracking of progress is ongoing and will be recorded in their two year old check (if appropriate,) baseline assessment and development checks that take place three times a year in the autumn, spring and summer terms
* Staff will use a range of documents and books to help them assess the EAL child’s language development.
* We differentiate between those children who speak English as an additional language or those who are bilingual by using the following definitions as provided the Department of Education. 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.
* Should a child start Pre School as either an EAL or bilingual speaker we will add their name to our EAL register and monitor their progress throughout the year, this is to ensure that if the children need additional support we can put strategies into place.
* At Windmill Pre School we are committed to ensuring that every child makes good progress throughout their time at Pre School, and has the opportunity to reach their potential and has an enriching and valuable experience whilst with us. We are dedicated to ensuring our EAL children have a positive supportive and safe learning environment.
* The key person will build positive home-setting links and will assess and monitor the needs of our EAL children regularly and celebrate the skills the child and parents brings to the setting.

**EAL Support**

We endeavour to support our EAL children with a view to helping them achieve a level of independence that allows them to access the curriculum to the best of their ability. This support will vary depending on the child and our approach remains child centred and individualised.

**Support**

At Windmill Pre School we take great pride in ensuring our parent partnership is a key aspect to developing relationships with the children. The Home-setting link is very important and we start this from offering parents/carers a ‘Home visit’ and our ‘In the Moment Planning’ allows us to keep up-to-date with what the children are doing outside of our setting. We can provide documentation in other languages if needed to ensure all parents/carers feel valued and can access all of our information.

This policy links too

* <https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf>
* <https://www.savethechildren.org.uk/what-we-do/childrens-rights/united-nations-convention-of-the-rights-of-the-child>
* <https://www.oxfordshire.gov.uk/business/information-providers/childrens-services-providers/support-early-years-providers/early-years-toolkit>

This policy was written on 5th March 2020

Heloise Ardley ­– Chair of Windmill Pre-School

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Claire Baker – Manager of Windmill Pre-School

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