

# The Children's Workshop

## ENGLISH as an ADDITIONAL LANGUAGE (EAL) POLICY

### Aim

At the Children's Workshop we recognise the importance of a child's home language and that 'providers must take reasonable steps to provide opportunities for children to develop and use their home language' (EYFS) Our Ethos is to help children to feel valued members of the setting and to thrive in a culture which may be foreign to them and appreciate their own cultural uniqueness.

At the Children's Workshop we actively encourage the child to use their mother tongue and stress the importance to parents to use their mother tongue at home. A good grasp of their home language will ensure a good understanding and development of the English language.

Many children will go through a silent stage when they first enter an unfamiliar early years setting. This can last for 6 months or longer. We recognise that this is not a passive stage. During this time, children will be actively listening, watching and exploring their environment. They will be trying to relate previous knowledge to new contexts. It is important that children do not feel pressurised to speak until they feel confident enough to do so. However, it is essential for adults to continue to talk to the children and also to pick up on their non verbal responses.

### Working with parents/carers

At the Children's Workshop, we will gather as much information as we can about the child prior to them starting. Our pupil registration form and 'Important Information' document will have details of languages that are spoken at home and the child's first language. We also meet parents and gather information on the child's interests which help settle the child at the setting.

We will consult with the Surrey CC Race Equality and Minority Achievement Team (REMA) and get important documents translated if needed.

The child's key person will provide a very supportive role in ensuring the child's emotional and physical needs are met. If the child does not have a strong grasp of the English language, the key person will explore the child's skill in their home language to establish if there is a cause for concern. If there is a concern then the SENCO will be involved and the child may be referred for speech and language therapy and or REMA.

In meetings with the parents, we will ensure that that we know

- how to pronounce the child's name correctly
- the child's' first language plus any other languages' spoken
- some survival words in the child's home language
- family background
- religion and diet and toilet training

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- child's likes and dislikes.

### Planning and observations

The Child's key person will have a vital role in ensuring the child feels safe, secure and happy. Careful observations of how the child plays, interacts and body language will be noted and used to plan for their development. Their interests will be enhanced and developed with toys and activities which will help to promote their well being. This will help them to settle and play.

All staff will model language and promote new vocabulary during play. We encourage lots of adult-child interactions and will verbalise what the children are doing, especially when a child is playing silently English will be learnt in context, through practical, meaningful experiences and interactions. Planning will be adjusted to suit the needs of the child. Planning may include:-

- providing a range of activities for speaking and listening which can be done with peers and adults
- involving the child with adults and other children to support them with particular task.
- Encourage friendships and relationships with other children, sometimes pairing up the child with a variety of 'caring buddies'
- use repetitive refrains, story lines, rhyme and songs to help increase vocabulary and retain words.
- Use visual aids including timetables, props and puppets to enhance understanding. use emotion cards to help express feelings.
- sing songs, rhymes and games
- play small group games e.g. animal lotto
- Barrier games
- persona dolls

We will include first language in our setting by:-

- using props in role play which the child can identify from their own culture.
- use dual texts and books about their cultural identity.
- parent/community visits
- displays, words in Childs own language
- music
- use bilingual staff if available.

All children are entitled to equal access to the Early Years Foundation Stage (EYFS) education and any discriminatory practice will be challenged.

<b>This policy was adopted on</b>	<b>Signed on behalf of the pre-school</b>	<b>Date for review</b>
<i>March 2018</i>	SA	<i>March 2019</i>