



St Faith's
PREP SCHOOL



Sandcastles Nursery

English as an Additional Language (EAL) Policy

Reviewed: May 2017 (SR)

Next Review: May 2018

Please note that the term 'parents' also relates to carers and those with legal guardianship of children.

This policy applies to:

- **Sandcastles Nursery including 'early,' 'late' and 'wrap around care.**

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 to share their home language and cultural background with staff and other children in the Nursery through visits and participation in activities.

Parents are invited to provide a list of key words and phrases or translations of these, to assist the child's transition into Nursery.

SOCIAL SKILLS

Children who share the same home language are encouraged and enabled to spend

time together in the Nursery to communicate.

Staff ensure that they make their teaching as visual as possible through the provision of pictorial and additional resources to assist EAL children and to enable them to fully access the inclusive language environment.

Staff ensure that they use gestures, facial expressions and explanatory actions together with the use of objects to explain each part of an activity.

STARTING AT SANDCASTLES NURSERY

Upon entry to the Nursery the family is welcomed by the Headmaster (Mr Lawrence Groves,) Nursery Manager (Mrs Sarah Reynolds,) the child's Key Person and the Early Years SENCO/EAL Advisor (Mrs Yvonne Harrop) who seek 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.

The EAL Advisor and Key Person 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.

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. **EAL** stands for English as an Additional Language and recognises the fact that many children learning English in schools in this country already know one or more other languages and are adding English to that repertoire. **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 Nursery as either an EAL or bilingual speaker we will add their name to our EAL register.

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.

