

English as an Additional Language Policy

Policy Statement

- Just for kidz is committed to making appropriate provision of learning and resources for children for whom English is an additional language, and for raising the achievement of minority ethnic children
- We aim to ensure that EAL Children are able to use English confidently and competently as a means of learning across the EYFS.
- We encourage children, where appropriate, to make use of their knowledge of other languages.
- We identify and assess individual children's needs as early as possible
- We match the provision of the EYFS to the needs of individual children
- We ensure staff receive relevant information and appropriate support to meet the needs of EAL Children]
- The ENCO or Key person analyses EAL/Minority children's achievement of progress and evaluates the effectiveness of additional support provided

Policy Aim

Just for Kidz primary concern is to address the needs of all children to help them achieve their full potential, to be fully included in their nursery environment and to experience success. All children have access to a broad, balanced, relevant curriculum, differentiated to meet individual needs so that they can develop their self-esteem and independence.

We are committed to making appropriate provision of teaching and resources for children for whom English is an additional language, and for raising the achievement of ethnic minority children.

We aim to ensure that all EAL Children are able to:

Use English confidently and competently.

Use English as a means of learning across the curriculum.

Where appropriate, make use of their knowledge of their languages.

To enable this to happen we:

- Gather the following information about each individual child:
 1. The Childs linguistic background and competence in other languages
 2. The Childs previous nursery experiences.
 3. The Childs family and biographical background
- Identify and assess individual children's needs as early as possible
- Match the provision of the EYFS to the needs of individual children
- Ensure all children experience a broad, balanced, relevant and differentiated curriculum
- Structure learning in order to match as closely as possible to the needs of the children
- Ensure staff receive relevant information and appropriate support to meet the needs of EAL Children.

Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful context
- Effective use of language is crucial to the learning process
- The language demands of learning tasks need to be identified and planned for, with attention to both initial access and extension
- Access to learning requires attention to words and meanings embodied in each area of learning. Meanings and understandings cannot always be assumed but need to be explored.
- Staff have a crucial role in modelling use of language

- The focus and use of additional support time are best seen as an integral part of the daily routine.
- All children have entitlement to the EYFS and areas of learning
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore staff need to be aware of the importance of children's home languages, and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language, and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Teaching and Learning

To enable staff to help children meet the learning and development requirements based around the EYFS, staff will:

1. Ensure each Child's language needs are clearly identified
2. Plan differentiated learning opportunities matched to individual EAL children's needs
3. Plan for a range of collaborative group work
4. Use effective role models for speaking, reading and writing
5. Plan enhanced opportunities for speaking and listening.
6. Use additional verbal support – repetition, alternative phrasing, and peer support.
7. Use visual support – posters, objects, non-verbal cues, picture demonstration, use of gestures etc.
8. Use bilingual resources, e.g. dual text books, bilingual staff/pupils, key words list.
9. Provide opportunities for both real experiences and role play.

Special Educational Needs and Gifted and Talented Children

Just for kidz recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to the

nursery provision. Similarly, the nursery recognises that there may be EAL pupils who are gifted or talented even though they may not be fluent in English.

Assessment and Record Keeping

Whilst account is taken of EAL development, the nursery aims to set appropriate and challenging targets for individual children. These targets are reviewed every half term. Children that are not making the expected progress are identified and appropriate support is put into place until it is no longer required.

Parent/Carers and the Wider Community

We provide a welcoming admission process for the settling in, assessment and support of new arrivals of children and their families/carers. We take into account parent/carers linguistic, cultural and religious backgrounds when planning activities and developing a home school link.

We aim to ensure that our written and spoken communication with families and with the community is effective and through the use of plain English. We aim to work closely with members of the wider community and other agencies to support EAL Families.

Staff Development

The nursery will enable staff to undertake professional development to ensure that provision for EAL children is appropriately organised and delivered.