Statement of intent

At Stebbing Green Day Nursery, we aim to include every child and welcome people who are unable to speak or understand English.

Our plan to support these children and their families will be carried out by all members of staff; any new or temporary staff will receive a brief induction of how to enforce our EAL policy. This will help to promote our beliefs and our plans.

Children attending our nursery may be either monolingual meaning they speak solely English or their personal heritage language or they may bilingual, able to speak their heritage language and English.

It is key to identify the child’s language skills and clarify the child’s first language on the pre-admission stage of joining the nursery. It is of equal importance to identify the parent’s ability to speak in English because they may require alternative support to understand important information regarding the nursery such as routines and the learning environment we provide.

In our setting the ability to speak another language or to be bilingual is a brilliant skill that should be embraced and celebrated by all, most importantly it should never be looked upon as a negative or disadvantage. It is the staff’s responsibility to be flexible and adapt activities and communication to ensure that what we provide is effective within the children’s development.

Creating a positive environment

Children from different cultures may feel unsettled within a setting, especially when the main language spoken is English, imagine how you would feel as an adult to not understand the words being spoken around you. This is why it is paramount to display and use pictures that the children can identify with, such as landscapes, houses, families or children playing.

We need to include labels on boxes or objects and captions in alternative languages however these are only a useful tool if we draw children’s attention to these labels.

Bilingual books will be offered and displayed in the book area, if possible it is a great opportunity to ask a parent to read a bilingual story therefore the child can understand and others are fascinated by the new words they hear and encourages them to learn about other cultures.

The role play area is another great resource which should reflect diversity, allowing children to explore but the adults are also able to show the children the function and respect for the resources.

Language Rich Environment

Communication involves more than just speaking, it also involves listening and understanding therefore it effects social development as well as learning outcomes for the individual child.

We will provide a language rich environment for all children within the setting, this will benefit both EAL children and all others including those with special educational needs.

Staff **must** find ways of encouraging children to keep talking, even if they are unable to do so in English.

These are some of the strategies that staff will use consistently on a day to day basis:

* We will speak to the parents and learn the question words and key words in the child’s first language and staff will use these in conversation. The child is more likely to respond when they are aware of what an adult is saying. This includes ensuring the child knows how to ask for the toilet, drink or food.
* Keep the language simple and clear to give the child the chance to understand so they don’t become confused by the instruction.
* When the child is given an instruction, the adult should be at the child’s level and use eye contact as this is just as key as the language.
* Give the child time to respond – as they need to translate the information given.
* We will display key words on the wall so that staff can quickly check for words they are unsure of (this includes pronunciation of the words)
* Use non-verbal communication when working with the children.
* Use a buddy system – teaming up a child with EAL with an articulate friend.
* Using Talking Boxes and Chatter Sacks with the child, firstly on a one to one session and moving along to small groups.
* Share stories which include repetitive phrases but are still interesting.
* Staff should also collect stories with props and songs to be shared with the children regularly.
* We will encourage the child to teach the other children words in their language.
* We will borrow resources form parents to share with children such as books, comics and CD’s.
* Will we ask parents to link with us wherever possible to help us learn more of their language this includes them coming into the setting and reading stories for example.
* Model the correct formation of sentences for the child when they are trying to communicate.
* Planning for children with EAL will often focus on the prime area of Communication and language.

Alternative Ways of Communicating

It is a fact that 80% of everyday communication between individuals is non-verbal and it is important that this is acknowledged by staff and used to improve their communication.

Thus, all staff will engage with EAL children using both verbal and non-verbal communication. This includes:

* Sign language
* Symbols
* Visual Timetables
* Drama
* Drawing
* Props for stories.

Different Stages Experienced by EAL Children

All staff need to respect that like any other children EAL children also go through different stages of settling in and confidence building within the nursery. These are some of the stages that a child may go through:

* Clinging/crying phase – like all new children the children may be unsettled when first being left at the nursery. We would offer the parents to stay for some of the first sessions and give them the opportunity to start on shorter sessions until the child feels comfortable, this is something we offer to all parents. It is also vital that the child has a named and consistent key worker to settle them into the nursery.
* Watching/silent phase – the child may not feel comfortable to immediately join in with others but should be allowed to watch and observe until they feel happy to join the group.
* Noisy phase – some children may also shout loudly above others to make themselves heard or due to frustration of being unable to communicate. We will encourage them to speak quietly but must make sure their efforts to communicate are praised.
* Physical phase – children who cannot communicate in words may use physical interaction with others some of which may be inappropriate. Staff will intervene in a calm manner and model to the children how to interact and join in appropriately. This includes giving them simple speech and key words for example ‘please’ or ‘can I play’.
* Understanding/not speaking phase – children understand a new language much quicker than they can speak it therefore staff will ensure they always use verbal instructions alongside non-verbal.

Setting Boundaries

All children including those of EAL will quickly recognize the word and symbol for ‘STOP’ which should be used alongside each other. It is important that EAL children are given the same set and clear boundaries as other children with the setting. If the child is continuously failing to understand and displaying unacceptable behaviour then the key worker should approach the child’s parent and ask them to explain to the child in the first language.

Working with Parents

The parents of EAL children may not have taken their child to a nursery before so may not have a full understanding of the nursery provision and education provided. This is why it is key to give the parents adequate time to take on board the information and ensure that they understand or key principles and routines.

It is important that when the child is welcomed into the nursery and fills out our registration forms that the details of county of origin, the religion, the language and the key cultural needs are noted. This may include dietary restrictions which are important to avoid any confusion.

A visual welcome pack will be made available to parents who find English difficult to understand, this will include visual displays of payments, times and what they need to provide for their children at nursery. Letters home should also be explained verbally to parents to make sure they have a full understanding of the information.

Parents should be encouraged at every opportunity to give their input into their children’s learning by sharing significant information about events or festivals and sharing information about the children’s interests at home.

Assessment

No assumptions should be made on the basis of a child’s ability and learning capability based only on their ability to speak English. When staff observe the child the observation*s* should be positive and focus on what the child can do as it does for all other children.

When concerns are highlighted through the regular assessment of the child it is the key person’s responsibility to discuss the child’s ability in their first language with parents. If this shows that the child is not at an age appropriate level then the key worker would discuss this with the setting’s SENCO and decide what further action to take, keeping the parents actively involved.

If the key person finds that the child’s ability in their first language is appropriate for their age then they should plan and implement activities to encourage and support the child’s individual learning, keeping a good level of communication with the parents.

Resources

When ordering new resources, they should provide relevant and beneficial learning experiences for all the children including EAL children. The setting ENCO should be involved in the orders of resources in case the feel there is an alternative that is more appropriate. The staff team are to be involved in a constant evaluation of the resources within their rooms.

Responsibilities

All staff will be familiar with this protocol and be involved with making sure the points are carried out. The manager will be responsible for sharing this protocol with all new and relief staff. The key Person will be responsible for liaising with the parents, and monitor the progress of the individual child.

Other Related Policies: **SEN Policy,**

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| This policy was adopted by:  Stebbing Green Day Nursery | Date:  April 2019 |
| To be reviewed:  September 2020 | Signed:  Terri Barnett |

Written in accordance with the *Statutory Framework for the Early Years Foundation Stage (2017): Safeguarding and Welfare requirements: Learning and development requirements 1.7*