

Supporting families and children where English is an additional language

Our setting is committed to making appropriate provision for learning and to offer resources for children and families for who English is an additional language. We will identify children’s needs, recognise the skills they bring and ensure equality of access to the curriculum.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.4 Health and Well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning	3.1 Observation, Assessment and planning 3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development, Communication, language and literacy

At Breakspeare Community Preschool, we aim to:

- Provide a welcoming, safe and secure environment where all children are valued
- Include and support parents and families for who English is an additional language
- Acknowledge the importance of a child’s home language(s) and cultural background
- Know our wider community so we can support families from minority ethnic groups

Methods

On Admission we:

- Collect ethnicity data
- Check spelling and pronunciation of children’s and parent’s names
- Record language background for the child and parents/carers
- Record cultural and religious information relevant to the child and family
- Ask parents/carers for useful words in the child’s home language

General:

- We value the importance of bi/multi-lingual staff
- Staff understand and are sensitive to cultural, religious and language needs of bi/multi-lingual children and their families



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- We seek out training opportunities for staff and volunteers to enable them to support children learning EAL
- Staff make appropriate provision for bi/multi-lingual children and make effective use of services
- We recognise that all children share the need for warmth, security and belonging, regardless of their fluency in English.
- Support for children learning English as an additional language is seen as the responsibility of all adults in the setting
- We acknowledge the advantages of bilingualism
- We acknowledge that English is best learnt in a language rich environment
- We have visual timelines which explain the routines of the setting which are used with all children and can be shared with parents/ carers
- We recognise that a child may experience a silent period
- We acknowledge the effect of moving country and culture may be a possible barrier to play, learning and participation
- We provide positive role models
- We understand the importance of raising children’s self esteem
- We raise language awareness for all children and adults in our setting
- We reassure parents/carers that if common words and phrases in home language are given to the setting, this will support children in learning English.
- We are aware of how to access interpreting services if the need arises
- We encourage parents/ carers to be actively involved in our setting
- We praise and accept minimal efforts to join in or communicate
- We record observations of all the child’s communication skills including non-verbal gestures. Body language and other signs of understanding
- We encourage visitors from our local community to share their language and cultures with all the children in our setting
- We ensure children’s home languages are reflected in the equipment and resources our setting provides (e.g. books, puzzles and posters)
- We encourage parents/carers to be actively involved in their children’s education

This policy was adopted at a meeting of Breakspeare Community Pre-School held on:.....

Signed on behalf of the Committee:

Name: Signature:.....

Signed on behalf of the Preschool

Name: Signature:

This policy will be reviewed annually in March.

Member of



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