**ENGLISH AS AN ADDITIONAL LANGUAGE POLICY**

At Abbeymead Under 5’s we value the contribution which ethnic minority children make through bringing their culture and language to enrich our settings environment.

**Aims:**

We aim to provide the means for ethnic minority children to have access to a broad and balanced curriculum and achieve their full academic potential. We will make every effort to enable children to interact socially and to ensure their wellbeing. We will seek to provide parents with clear information about the school and its procedures and to establish mutual respect for culture and values.

 **To achieve these aims the setting will:**

* ensure that playgroup is welcoming.
* assess individual children for cognitive level, education background and linguistic repertoire.
* establish communication links with home and family and to identify cultural and religious background.
* provide appropriate emotional and academic support.
* ensure that the setting reflects the culture of all the children, and that every child’s culture and language is valued.
* monitor and assess progress regularly to check that the pupils have the opportunity to achieve their full potential for learning.
* liaise contacts with pre-school and transfer schools when possible, to exchange information about the child’s linguistic and cognitive ability, what support has been given and how parental partnership has developed.
* keep all staff informed by providing opportunities for information sharing/gathering.

**All practitioners will:**

* be made aware of and be sensitive to cultural needs of children.
* include reflection on other cultured as normal part of the curriculum.
* promote language awareness throughout the school.
* display pictures reflecting different cultures.

**Your child’s key person will:**

* provide each child with a ‘buddy’ or mentor on entry to the setting and for as long as is deemed necessary.
* ensure that bilingual pupils are assessed to determine their cognitive level and linguistic repertoire.
* ensure that differentiated work,’ suited to the child’s intellectual ability is provided, being mindful of the level of English usage.

**The SENDco will:**

* access the English language performance and progress of EAL pupils.
* support EAL pupils in gaining access to the curriculum.
* work in partnership with staff to tailor curriculum content and delivery to the needs of all the children in class
* make the curriculum accessible through the provision of differentiated materials.

**Practitioners should note the following points when supporting pupils with EAL**

Learning an additional language is a long-term process. While social fluency may be acquired within two years, it may take EAL pupils’ years to gain the skills and understanding to participate fully in an educational system, in-line with mother tongue speakers of English.

At Abbeymead Under 5’s we believe that language learning is most successful, for both EAL speakers and early bilingual learners where:

* it is taught within the context of the EYFS curriculum.
* oral language is central to all curriculum work.

the informed contribution of parents to their children’s education is seen as vital to the children’s progress.

**Nursery ethos**

* recognise the child’s mother tongue – this doesn’t mean they have ‘no’ language, they have a different language/s;
* make your room socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
* boost the pupils’ self-esteem – remember, they have the potential to become bilingual adults, but it takes time to become fluent in an additional language, with a good command of the range of language needed for academic success.
* use collaborative learning techniques – encourage children to work together in pairs and small groups, to discuss their work and possibly produce a joint piece of work; this is a valuable strategy for promoting learning for EAL pupils. It is beneficial to allow EAL pupils to work together when possible, so that they can discuss their work in their mother tongue before using English.