



Preschool and Daycare

<http://www.buildingblockspreschool.co.uk>

'Where Play is a learning experience'



Building Blocks Preschool and Daycare Meeting the Needs of Children with English as an Additional Language (EAL) Policy

Policy statement:

Children with English as an additional language can already speak one language. We believe that supporting the development of the first language will enhance the learning of the second, i.e. English. We aim to ensure that our Pre-school is accessible to children and families from all sections of our community, including those with English as an additional language.

Methods In order to ensure that the above aim is met (and in accordance with our Policy, Valuing Diversity and Promoting Equality and Diversity) we will:

- Find out as much about the child's background as possible.
- Establish links with the parents and explain key information such as session times, holiday dates etc.
- We can also use pictures or actual examples if parent's own understanding of English is limited.
- Use visual symbols of daily routines and gesture (including Makaton) to support children's understanding of English.
- To work closely with Jane Salkeld from [REMA](#) (Race and Ethnic Minority Achievement) who supports children with English as an additional language (EAL) in early years settings.
- Seek recommendations from the EAL Service regarding helpful books and resources.
- Positively promote all sections of our society by providing a range of dual language books and resources. Where possible, we will try to ensure that children's own language is valued in the setting (for example by learning key words or having written examples of their first language, i.e. on signs for the toilet or cafe etc.).
- Contact the Walton-on-Thames Library Service who has a wide range of dual language books.

- Where appropriate, provide parents with information on English language classes (ESOL) in the area and encourage to attend.
- Seek and act upon advice on EAL received from Surrey LEA (Local Education Authority), Surrey County Council, Kingston upon Thames, Surrey, KT1 2DJ. and other relevant external professionals and organisations.
- Ensure that all staff are familiar with EAL guidance and receive training as available.
- Ensure that children's particular needs relating to EAL are central to our curriculum planning and review process.

In our setting we will use resources that reflect the backgrounds and cultures of the children within the settings:

- We will provide children with books in dual languages
- use books, posters, toys and puzzles that reflect positive images of the different ethnicities of children in Britain
- have dolls and small world figures that reflect different ethnic groups
- use musical instruments and music from around the world
- celebrate scripts and languages of the world by labelling areas in your setting in different languages
- use persona dolls to explore issues of difference, similarity, race and understanding of different children's lives
- use story sacks to create a clear context for stories
- use fabrics that have different ethnic prints, such as sari material and African prints in role-play area for the children to wrap dolls in.

Curriculum and environment

- We will provide activities that reflect the different backgrounds and cultures of the children in your setting and in Britain. We will use books that reflect different cultures or tell fairy stories from other countries. Or have role-play areas that can create different scenarios such as rain forests, travel agents or cafes from different countries and homes from different cultures.
- Create activities that will stimulate children with EAL to communicate and talk.

Monitoring progress

- We will regularly observe how the child uses language and record examples of what they say. This will help us build up a pattern of the child's speech, monitor progress and plan activities to develop their language. Non-verbal

communication is also important when a child is first learning a second language.

- Children often go through a silent period, which can last six months or more. This is a natural part of learning a second language.

Role of : Race, equality and minority achievement (REMA)

The race, equality and minority achievement (REMA) team works in partnership with Surrey County Council colleagues, schools and other agencies to help:

- minority ethnic children and young people – including those who speak a minority language
- those from traveller communities achieve more.

The team also works with partners to:

- improve peoples' understanding of diversity and its value
- promote inclusive practices
- offer consultation, advice and training for teachers and other professionals
- help with language assessment
- give advice to schools on working with:
 - parents from minority ethnic communities
 - asylum seekers and refugees
 - bilingual pupils with special educational needs