

## **CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

### Introduction

The term EAL is used when referring to pupils whose main language at home is a language other than English. This policy sets out the club's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

### **How do we know if a child is EAL?**

Below are official definitions of EAL by the DFE and OFSTED, accompanied by guidance as to interpret them. If you consider a child to be EAL, then you must record their home language code on the school census (see appendix 2)

**EAL** - The Department of Education definition A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English.

**EAL** - The Ofsted definition English as an additional language (EAL) refers to learners whose first language is not English.

### **These definitions therefore cover the following:**

- Pupils arriving from other countries and whose first language is not English
- Pupils who have lived in the UK for a long time and may appear to be fluent, but who also speak another language at home. These pupils are often not entirely fluent in terms of their literacy levels.
- Pupils who have been born in the UK, but for whom the home language is not English (e.g. Bengali children who are born in the UK, but arrive at school with very little English due to having spoken only Bengali at home and within the community)
- Pupils who have a parent who speaks a language other than English and the child communicates with in that language (ie. bi-lingual children) It is important therefore to recognise that:
- Children who have British citizenship can still be EAL.
- If parents write on their child's admission form that the child speaks English as a first language, when it is clear that one or both of these parents is a speaker of another language, the child is very likely in fact to be EAL, and it will be necessary to check this.

### Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to The Lime Trees/

- To implement The Lime Trees wide strategies to ensure that EAL pupils are supported in accessing the curriculum
- To help EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential.

#### Objectives

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the The Lime Trees.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

#### **Practitioners and Learning**

Things to consider: Practice and provision:

##### **Do we?**

- Ensure we have structures and practice that promotes general best practice in supporting and developing young children's speech, language and communication?
- Ask on our application form for home languages and religious cultural information, and find out what sort of learning experiences the child has at home?
- Ensure correct spelling and pronunciation of children's and parents' names?
- Offer a home visit where parents may feel more relaxed and able to talk about their child's strength and interests, as well as a full range of language skills and experiences?
- If possible, assess a child in their first language, and involve the parents in the assessment process?
- Do we value children's first language in print, and children's early attempts in mark making in different scripts?
- Recognise that children new to English may need additional adaptations to the learning environment (PECS, visual timetable, signing)?

- Support staff to find resources, and to find interpreters to support children and families with EAL? (eg; google translate for newsletters/information, link with language schools, or other families with the same language).
- Provide lots of experiences and activities that promote language through play, embedding language in the actual and concrete?
- Ensure children learn language in social situations by interacting with adults and other children?
- Offer differentiated and challenging play activities to support language development (storytelling with props)?
- Provide positive imagery ensuring children's home languages and experiences are reflected in the settings resources in order to develop a child's well-being and positive self-image?

### **The child:**

Children with EAL might have to learn:

- A new set of sounds and sound groupings
- New intonation patterns
- A new script or alphabet
- A new set of sound symbol relationships
- New vocabulary
- New grammar
- New non-verbal signals
- New rules about social conventions and language
- Ability to relate to people and express feelings and emotions in a new language

### **Do we?**

- Allow children new to English some period of time when they may just listen before they respond, whilst all the time talking to them, observing and monitoring their progress? Understanding is almost always in advance of spoken language; it is important that children should not feel pressurised to speak until they feel confident to do so. It is essential that adults continue to talk to the children, respond to their non-verbal responses and involve them in all aspect of the Early Years setting.

- Plan for children to be included in smaller groups which include children who are fluent English speakers?
- Plan for times when the child can be involved which require little or no English e.g. giving out snacks or drinks at snack time?
- Listen to a child's attempts at communication, and encourage and attempt to interpret what they said?
- Ensure children know survival language? e.g. toilet, hello, goodbye, yes, no, drink, unwell.
- Ensure ALL children have access to all adults (teacher, bilingual workers etc)
- Constantly model language in a variety of situations (formal and informal) and give a running commentary during activities, to support children's understanding and access to appropriate vocabulary.
- Praise ANY attempt by the child to join in conversations (non-verbal, verbal - and give correct words).
- Explain social contexts to children in their own language (through interpreters) so that they feel comfortable with routines and cultural differences when they start at the setting.

### **The Family:**

Do we?

- Ensure the family still use the home language regularly so that they support their child's learning, well-being and self- image, as well as their developing communication skills in both languages.
- Ensure that parents and families are involved in the setting, community, and share their culture and language with the setting (use bilingual skills for story-telling, labelling, sharing information and artefacts/skills).
- Encourage the sharing of bilingual books between settings and home. Sharing songs and rhymes in home languages reinforces similarities in patterns of languages, and fosters home to settings links. Parents and bilingual staff can help translate favourites such as "twinkle, twinkle, little star" and "heads, shoulders, knees and toes" as well as sharing traditional rhymes and songs.
- Link older siblings so that younger children still have access to their home language within the setting (translation).

- Provide them with information – times, attendance, holidays, lunch/snack, policies, home/setting links – and know that they understand this information.
- Celebrate our children’s families festivals
- Know about family customs, religion, dress code
- Ensure we know the pronunciation and spelling of family names.
- Ensure we have an effective method of communication with the family
- Use the family to gain information to help the child settle – likes/dislikes, routine, strengths/weaknesses (All about me)
- Show properly that they are welcome, and make just as much time for them as we do for English speaking families.
- Ensure parents are given information/made aware of all grant entitlements (NEF, 2yr old funding etc....)

### **The Key Person:**

Do we?

- Explain what the key person system is, and the benefits of it, to parents
- Learn some key words in the child’s home language to demonstrate we value it.
- Ensure we are aware of any cultural differences, festivals or food requirements of the family/child, including different languages spoken/known etc, and by spending time with the family, getting to know them, and recording any pertinent information on the application form.
- Regularly keep parents informed about the child in the setting – progress, likes, dislikes, interests, skills etc. by keeping strong setting/home links.
- Spend time modelling language and supporting the child to progress with communication and language skills
- Offer a home visit where parents may feel more relaxed and able to talk about their child’s strengths and interests, as well as finding out their full range of language skills and experiences.
- Have an open door policy where parents are welcome to spend time in the setting when they want to.
- Track language development and know what to do if the child’s language does not develop, or we are concerned about the child’s general development

- Record observations of all the child's communication skills, including non-verbal and other signs of understanding, and keep language profile records involving regular discussions with parents. • Use lots of opportunities to model new experiences and expectations.
- Track children's progress and attainment and put in interventions if needed. Ensure we discuss concerns about children's learning with managers during supervision meetings. If concerns are valid we liaise closely with the family/parents and other professionals.
- Inform all other practitioners in the setting our plan for supporting particular children with EAL.

Manager

To ensure that:

- All involved in teaching EAL learners liaise regularly
- Parents and staff are aware of the school's policy on pupils with EAL
- Relevant information on pupils with EAL reaches all staff
- Training in planning, teaching and assessing EAL learners is available to staff
- Challenging targets for pupils learning EAL are set and met
- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed

SEN Co-ordinator

- Oversee initial assessment of pupils' standard of English
- Give guidance and support in using the assessment to set targets and plan appropriate work (complete an Individual Learning Plan for each pupil)
- Provide advice to teachers and support staff on classroom strategies
- Monitor standards of teaching and learning of pupils with EAL
- Liaise with the Multi-cultural Service
- Liaise with parents/guardians