



Moor Park Early Years English as an Additional Language Policy

Implementation of this policy in Moor Park Early Years

The Registered Person: Mr P Gosling
Head of Early Years: Mrs N Marshall
Tick Tock SENCO: Mrs M Collin
Moor Park SENCO: Mrs A Moseley
SMT SEN Representative: Mr J M Collin

DFE definition of EAL:

A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English.

- Some children will be bilingual from birth, because their parents use both languages
- Some will speak some English at times, but are not fluent
- Some will speak conversational English, but are not able to express more complex thoughts
- Some will be at a much earlier stage of learning English

A child may have been born in England, yet have had very little exposure to English.

Aims:

Moor Park Early Years is committed to making appropriate provision of teaching and resources for children for whom English is an additional language and to raising the achievement of children with differing cultural and linguistic backgrounds who may be at risk from underachievement.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010.

We aim to ensure that all EAL children are able to:

- Use English confidently and competently.
- Use English as a means of learning across the curriculum.
- Where appropriate, make use of their knowledge of their first language.

Early Years staff will:

- Take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

AMGM/MC
September 2023
Authorised by: Mr Brendan Brady

- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

As a setting, we plan to support the four main areas of need:

- communication and interaction,
- cognition and learning,
- social, emotional and mental health,
- sensory and or physical needs

EYFS Framework: 1.13

For children whose home language is not English, providers must make reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

1. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

EYFS Framework 1.14:

1.14 This framework does not prescribe a particular teaching approach. Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.

Development Matters 2021

English as an additional language

Speaking more than one language has lots of advantages for children. It is the norm in many countries around the world. Children will learn English from a strong foundation in their home language. It is important for you to encourage families to use their home language for linguistic as well as cultural reasons. Children learning English will typically go through a quiet phase when they do not say very much and may then use words in both languages in the same sentence. Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting

We aim to enable all the children to have equal access to the curriculum in an environment where every child is equally valued and respected.

We aim to promote an inclusive environment where all children, whatever their needs, can learn and develop in a happy, caring and educational environment.

We aim to adapt our routine, activities and environment to allow us to cater for the individual child and for them to participate and reach their full potential in a happy inclusive environment.

Through detailed curriculum planning, using the EYFS guidelines and organisation of resources, we aim to make all activities available to all children throughout MPEY at a level appropriate to their individual developmental needs..

EYFS Handbook 2022

3.3 The profile recognises and values linguistic diversity and is inclusive of children whose home language is not English. The ELGs for communication and language, and for literacy, must be assessed in relation to the child's competency in English. However, the remaining ELGs may be assessed in the context of any language. In such cases teachers will need to observe the child over time and seek input from the parents, and/or bilingual support assistants, to be confident about what the child knows and understands. Teachers should use their professional judgement to consider whether the accounts provided are consistent with their professional knowledge of the child. Other teachers as well as parents/carers should be consulted to aid with this.

We aim to involve parents/carers in a working relationship and to work in partnership with outside agencies.

We aim to monitor and review individual needs of children, enabling early identification and to facilitate early intervention if/when needed.

Staffing

The following staff assist in supplying specialist input and support for our EAL children:

Tick Tock Deputy: Mrs Magali Collin - NVQ level 3 in childcare, learning and development; bilingual (French/English). Tick Tock / Kindergarten SENCO

Head of Learning Support: Mrs Alexandra Moseley, BA (hons), PGCE, DipSE, DipEd, French & German (A level).

EAL Teacher: Mrs Lucie Oliver, BA in Modern Languages (French & German) PGCE
Deputy Head: Mr Jean-Michel Collin, Lic FLE (bilingual French/English, fluent in Spanish)

Mandarin advise: Charles Barnaby Martin, MPhil (Cambridge)

Assessment, Planning, Monitoring and Evaluation

Induction Procedure:

Prior starting at Tick Tock contact will be made with Parents/carer by the child's Key Person. Information about the child will be gathered with:

- Registration form
- EAL induction form

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- Language map
- Previous setting records

Information about each EAL child is logged on the EAL register on the staff server, for all staff to refer to. Staff liaise regularly to discuss the progress and needs of all children, including those with EAL.

When assessing communication, language and literacy skills, staff will assess children's skills in English using the Early Years Foundation Stage. Staff regularly observe, assess and record information about children's developing use of English. If a child does not have a strong grasp of English language, staff will explore the child's skills in the home language with parents and/or carers, to establish whether there is a cause for concern about language delay.

Children new to the setting may need time to build confidence and actually attempt to speak English. It is natural to listen at first and begin to speak once there has been time to "tune in". Such children should be given time to adapt, and need to be put in situations (role play, activities) where they can gradually gain the confidence to express themselves.

Strategies to assist EAL children:

- Visual support: posters, role play resources, musical instruments, pictures, demonstration, gestures, books
- Verbal support: repetition, rephrasing, speaking slowly and clearly, facing the child, bilingual resources (online dictionary/app)
- Listening and speaking: provide role models and opportunities, allow children to listen and tune in so that they can gradually gain the confidence to express themselves. Songs and stories in their home language
- Nassea Assessment form

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Inclusive: practitioners need to be alert to the general diversity of children's interests, needs and backgrounds, in order to accurately assess their development and outcomes against the ELGs. This includes children with a special educational need or disability (SEND), who may demonstrate their attainment in different ways. Children whose home language is not English should have opportunities to engage in activities in the security of their home language. Children from different cultural backgrounds will demonstrate their attainment not only through what they have been taught but also when activities such as role play, cookery, celebrations, visits or events are linked to their cultural experience.

Parents/Carers and the Wider Community

The setting provides a welcoming admission process for the induction, assessment and support of new arrival children and their families/carers.

The setting's admission form encourages families to share information re ethnic backgrounds, religion and languages used at home (registration form, EAL Induction form, Language map, previous settings form)

We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links. In EY Foundation Stage welcome meetings and induction visits in the setting enable families and staff to build relationships.

If appropriate we will investigate ways to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters.

We will aim to work closely with members of the wider community to support our EAL children.

SEN

A distinction is made between EAL and SEN. MPEY recognises that most EAL children needing additional support do not have SEN needs. However, should Sen needs to be diagnosed, EAL children will have equal access to SEN provision.

Staff Development

The school will enable staff to undertake professional development to ensure that provision for EAL children is appropriately delivered and co-ordinated.

Links, references and regulations

Links to other policies:

- SEND policy
- Organisation
- Care, learning and play
- Physical environment
- Safety
- Equal opportunities
- Complaints
- Confidentiality
- Working in partnership with parents and carers

Children and Families Act 2014

0-25 SEND Code of Practice 2015

Equality Act 2010

EYFS framework September 2023

Early Years Outcomes

EYFS Handbook 2022

Development Matters 2021

Birth to 5 Matters 2021

Multicultural Development Team ([Multicultural Development Team \(MDT\) | Telford Education Services](#))

Telford & Wrekin Council

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Policy review

AMGM/MC
September 2023
Authorised by: Mr Brendan Brady

This policy is reviewed annually by the SENCOs, Mrs M Collin and Mrs A Moseley, and approved by Head of Early Years Mrs N Marshall and by Headmaster Mr Brendan Brady, along with SMT and governors.

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