

English as an Additional Language Policy

Introduction

This policy is a statement of the aims, principles and strategies for the teaching and learning of English as an Additional Language (EAL) of the Cambridge Nursery Federation. This applies not only to children who speak a different language at home but also to those who are exposed to another language on a daily basis outside school. We aim to support EAL children by valuing their home language and finding ways of sharing it, as well as providing the means to help them develop their use of English.

One of the characteristics of Cambridge Nursery Federation is that a significant number of the children come from a wide variety of countries and cultural backgrounds and many speak more than one language, including English. This engenders a natural environment in which to promote multiculturalism and to reflect and celebrate the cultural and linguistic diversity of our pupils.

We are committed to promoting Equal Opportunities. All children are entitled to learning experiences that challenge them and address their learning needs, regardless of race, class, culture, gender or mental or physical ability. This is particularly relevant for children with EAL needs. Since children have differing needs, it is important that a child is not regarded as having a learning difficulty solely because the language of the home is different from the language in which they are taught.

Our Aims for the Provision for EAL Learners are:

- To acknowledge and value the importance of supporting a child's first language
- To ensure that EAL learners have access to a broad and a balanced curriculum
- To ensure that planning and learning objectives reflect the general learning and language needs of individual children
- To ensure that EAL learners are active in their own learning and feel supported in their learning
- To provide a comfortable and positive learning environment where learners feel part of the school community
- To promote a school environment celebrating multicultural and linguistic diversity
- To ensure the child's smooth transition into primary school

Our Strategies for the Teaching of EAL are:

- To provide time and opportunities to develop spoken language in a variety of situations, with other children, teachers, teaching assistants and other adults, both one to one and in small groups
- To provide opportunities for adults to model spoken language and appropriate ways of communicating
- To use language appropriate to the level of the learner

- To provide purposeful learning activities which allow for a range of language functions
- To use resources which are both within the capabilities of the children and also extend and challenge them
- To use lots of visual and contextual support
- To observe EAL children and keep written observations and records, in order to help with appropriate planning and target setting for individuals
- To ensure that there is good home-school liaison and discuss with parents/carers the importance of maintaining and developing the child's first language at home
- To provide additional support for an individual, where appropriate, such as involvement in a language enhancement programme
- To ensure close liaison, where appropriate, between parents/carers, staff and external agencies, such as bilingual services
- To use the child's home language where it is appropriate and practical to do so
- To plan opportunities for all the children to become aware of a wide variety of languages and writing systems other than English, including signing
- To promote a multicultural curriculum, ensure that display boards reflect cultural and linguistic diversity and plan specific events celebrating different cultures
- To ensure that all nursery staff are trained in working with EAL children and have the resources they need to communicate effectively

Assessment, Record Keeping and Continuity

Children requiring EAL provision are continuously monitored by the staff, overseen by the senior management team and progress is recorded termly.

Liaison between our nursery schools and primary schools takes place in the summer term when there is an opportunity for our staff to alert the primary school of any problems which an individual child may be experiencing. These meetings ensure that the child's language skills and needs will be recorded by the feeder primary school and that the child will continue to be monitored and supported where necessary.

Resources

Specific resources for the provision of EAL include the following:

- Multicultural displays, books, artefacts and clothes, for example in the Home Corner
- A wide variety of picture books, including dual language books and stories from other countries and cultures
- Labels in other languages around the school
- Computer programmes
- Story CDs
- Story sacks
- Access to a language enhancement programme
- Specific language development resources
- Access to adults, such as family members, from different cultures, who can visit to share their experience and language

The Cambridge Nursery Federation Governing Body is committed to promoting quality and diversity, providing an inclusive and supportive environment for all. We are committed to equal opportunities and the promotion of non-discriminatory practices in all aspects of work undertaken within the Federation.

The Governing Body is committed to safeguarding and promoting the welfare of children. We expect

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