



EAL Statement/Protocol Policy

Statement of Intent

At Allsorts, we are committed to including all children, including those who may not speak or understand English. Our strategy to support these children and their families will be implemented by all staff members. New staff will receive guidance and information during their induction to ensure they are equipped to promote these strategies effectively.

Children attending our setting may be monolingual in English or another heritage language, or they may be bilingual, able to understand and communicate in both languages equally.

At the pre-admission stage, it is important to identify each child's first language and to understand if their parents can converse in English or if they will need additional support to understand the routines and learning environment their child will experience.

We celebrate the ability to speak a language other than English or to be bilingual; this is seen as an asset rather than a deficit for individuals. It is the responsibility of our staff to be flexible and creative to ensure effective communication takes place.

Creating a positive environment

Children from diverse cultures may find our environment unusual. It is important to include pictures that the children can relate to, such as images of landscapes, homes, families, or children playing.

In our setting, we will display labels and captions in multiple languages; however, these will only be effective if we actively draw attention to them.

The role play area will reflect our commitment to diversity, and it is the adults' responsibility to help children respect and understand the purpose of the resources available.

Language rich environment

- Communication involves speaking, listening and understanding: it affects the social as well as the learning outcomes for children.
- A language-rich environment will be provided for all children, and any strategies which we use to support EAL children will also benefit all the children, including those with special needs.
- Staff must find ways of encouraging children to keep talking, even if they are unable to do so in English.
- We will keep language simple and literal initially, so that each child has the best opportunity to understand.
- We will give instructions to the child individually and with eye contact as generalised instructions are hard to follow.
- We will give plenty of time for the child to respond- it takes time to translate.
- We will learn key words in the child's first language so they can tell us important things like needing the toilet, being thirsty, wanting to play with a toy.
- We will put keywords we learn on the wall, where staff unfamiliar with them can look up and check them quickly.
- We will use non-verbal clues when working with the child i.e. visual timetables, pictures, sign language.
- We will choose stories which are simple, repetitive, but interesting. We will encourage the child to teach the other children the names of objects in their own language.
- We will model correct sentences for the children when they try to communicate.
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Alternative ways of communicating

Up to 80% of everyday communication is non-verbal and it is vital that this knowledge is used by all staff to facilitate communication.

Therefore, all staff will engage with the EAL children using non-verbal communication alongside the verbal: this will involve the use of signs, symbols, visual timetables, sign language, drama, and drawing, as well as props for stories

Different stages experienced by EAL children

We will all respect the different phases that EAL children may go through:-

Clinging/crying phase- like all new children the child may be frightened of being left in a new environment: parents will be welcome to stay initially, or leave the child for shorter periods. The child will have a named key worker, who will be able to facilitate and comfort the child during the initial setting in period.

Watching/silent phase- the child may not want to take part in group activities initially and should be allowed to watch and observe the other children until they are confident to join in.

Noisy phase- some EAL children will go through a phase of shouting in order to make themselves understood. We will encourage them to speak quietly, but will acknowledge and praise their efforts to communicate.

Physical phase- children who cannot communicate in words may become physical in their interaction with other children. We will intervene calmly and model appropriate words for the child to learn such as “I want to play with the”. ”please can I play too”, “can I do that”

Understanding not speaking phase: We will recognise that children understand a new language much faster than they can speak it, and will therefore always use verbal instructions or comment alongside non-verbal ones.

Setting boundaries

All children quickly recognise the work or symbol for “no” and we must all ensure that the children with EAL are given the same clear boundaries as other children in the setting.

If children consistently fail to understand these, the key worker will approach the parent/carer and ask them to explain them to the child.

Working with parents/carers

Parents/carers from other countries may have no personal experience of pre-school/early year’s education as we know it. It is important that sufficient time is given to explain to them the key principles of our system, and the routines the children experience.

It is crucial that whoever welcomes the parents and fills in the admission form, takes down details of the country of origin, the religion, the language and key cultural needs of the child. This may include dietary restrictions which should be shared with all staff to prevent misunderstandings.

Assessments

No assumptions should be made of a child’s ability and learning capability based solely on their ability to speak English.

Observations by staff members of what the child “can do” will be part of a crucial learning record.

Where concerns are exposed through the regular assessment of the child, it will be the responsibility of the key worker to discuss the child's first language competency with parents/carers. If this is not age appropriate, the key worker should inform the setting SENCO with a view to referring to the Area SENCO or Speech Therapist for further assessment.

When progress of the child in their home language appears appropriate, they should discuss the needs of the child and whether they need to be encouraged to take up more learning opportunities which are not language dependent.

Resources

Whenever resources are being ordered they should be relevant for all the children including EAL children: all orders will be over seen by the Manager or deputy manager, who may recommend alternatives which are more culturally appropriate.

Responsibilities

All staff will be familiar with this protocol and be involved in ensuring that it is carried out.

This will be shared with new members of staff during their induction period. The key worker will be responsible for liaising with the parents/carers and monitoring the progress of the individual child.