**Trinity Tots Nursery**

**English As An Additional Language Policy**

HSCS 1.1, 1.2, 1.10, 2.3, 4.1, 4.3

At Trinity Tots Nursery we value the contribution which ethnic minority children make through bringing their culture and language to enrich our nursery environment.

**Aims:**

We aim to provide the means for ethnic minority children to have access to a broad and balanced curriculum and achieve their full academic potential. We will make every effort to enable children to interact socially and to ensure their wellbeing. We will seek to provide parents with clear information about the nursery and its procedures and to establish mutual respect for culture and values.

To achieve these aims the nursery will:

* ensure that the nursery is welcoming
* assess individual children for cognitive level, education background and linguistic repertoire
* establish communication links with home and family and to identify cultural and religious background
* provide appropriate emotional and curriculum support
* ensure that the setting reflects the culture of all the children, and that every child’s culture and language is valued
* monitor and assess progress regularly to check that the pupils have the opportunity to achieve their full potential for learning
* liaise contacts with transfer schools when possible to exchange information about the child’s linguistic and cognitive ability, what support has been given and how parental partnership has developed.
* keep all staff informed by providing opportunities for information sharing/gathering.

All practitioners will:

* be made aware of and be sensitive to cultural needs of children
* include reflection on other cultures as a normal part of the curriculum
* promote language awareness throughout the nursery
* display pictures reflecting different cultures

The EAL lead, Natalie Kane, Nursery Manager, will:

* Ensure at the time of entry that parents complete an Enhanced Enrolment Form with the child’s keyworker
* assess the English language performance and progress of EAL pupils
* support EAL pupils in gaining access to the curriculum
* Contact the EAL service if further support would support the child’s learning
* Complete a Wellbeing Concern Form with child’s keyworker to monitor EAL needs on an ongoing basis

Practitioners should note the following points when supporting pupils with EAL

* Learning an additional language is a long-term process. While social fluency may be acquired within two years it may take EAL pupils from 5-7 years to gain the skills and understanding to participate fully in an educational system, in-line with mother tongue speakers of English.

At Trinity Tots Nursery we believe that language learning is most successful, for both EAL speakers and early bilingual learners where:

* it is taught within the context of Pre-Birth to Three Curriculum and Curriculum for Excellence
* oral language is central to all curriculum work.
* the informed contribution of parents to their children’s education is seen as vital to the children’s progress

Nursery ethos

* recognise the child’s mother tongue – this doesn’t mean they have ‘no’ language, they have a different language/s;
* make the environment inclusive, valuing cultural differences and fostering a range of individual identities;
* boost the pupils’ self-esteem – remember, they have the potential to become bilingual adults but it takes time to become fluent in an additional language, with a good command of the range of language needed for academic success;

Identifying pupils’ strengths

* children from other language backgrounds have a wide variety of cultural, linguistic and educational experiences; see the cultural differences brought by the child to the nursery as a bonus and use this in your teaching and care.

Expectations

* have high expectations – expect pupils to contribute and to give you more than one-word answers;
* most bilingual pupils are capable of high achievement, even when they are beginners in English;
* the literacy goals in English and Literacy are the same for all pupils; many bilingual pupils will also become literate in one or more other languages;
* the process of becoming literate in either a first or an additional language has both similarities and differences – knowledge of the particular features of the child’s mother tongue can help.

Teaching and learning strategies

* ensure that EAL pupils are set appropriate and challenging learning objectives;
* recognise that EAL pupils need more time to process answers;
* do not allow any discriminatory behaviour – this should be reported and dealt with according to the Inclusion and Equality Policy;
* give newly arrived young children time to absorb English (there is a recognised ‘silent period’ when children understand much more English than they use – this will pass if their self-confidence is maintained);
* Practitioners are to use English when talking to a child who has English as an Additional Language or who is Bilingual. This is both to provide a model of English and protect both the staff and child from possible Child Protection Concerns.
* Practitioners may label things in English and another language but both languages should be used.

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| **This policy was adopted on** | **Signed on behalf of the nursery** | **Date for review** |
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