



EAL policy

EAL is the term used for children who have a home language other than English and who are in the process of learning to use English as an additional language for educational purposes.

At The Exwick Ark we believe that all bilingual EAL learners are entitled to the full range of early years and statutory educational services and are entitled to equal opportunities of educational success. We feel that bilingualism / multilingualism is an achievement which is educationally enriching and that having a home language other than English is not a learning difficulty.

At The Exwick Ark we aim to provide EAL Children and their families with the support they need to integrate into society and the setting. Bilingual EAL learners in our settings come from a range of ethnic backgrounds and from a variety of language and literacy backgrounds. Some have arrived at “The Ark” having had a certain amount of exposure to the English language and the local culture; others are newcomers to both. Some have developed literacy skills in their home language; others are pre-literate. When children who are learning English as an additional language arrive at our setting we complete an EMTAS new arrival form and send to Babcock so that they can be better supported.

We recognise that some children’s first language is using hand signs eg Makaton and this form of communication is taught and used by staff and children.

During the home visit or settling in sessions with the parents and an interpreter (if necessary), we will complete the EMTAS gathering information form which is available on the Babcock website.

We reassure parents that maintaining and developing the home language will support learning English and enable the child to communicate with their extended family. We check pronunciation of children's names. Find out about the child’s prior learning experiences and their abilities in their home language. Learn key words and phrases in the child’s home language to teach the whole class.

In our settings we display different languages and scripts. Make signs and labels in other languages and have a wide selection of multi language books.

There is a new EAL assessment framework for Early Years which we use to help us assess the child’s level of English and plan their next steps.

We encourage parents' active participation in the setting e.g. using bilingual skills for storytelling. Link with parents and community groups to inform our planning and help provide a global curriculum.



We raise all children's and parent's/carer's language awareness, e.g. welcome sign in many languages, signs and labels around the setting in many languages, dual language books for free choice and to share at home, dual language storytelling songs/rhymes in a variety of languages especially counting songs and counting rhymes.

Multilingual labels.

We use multicultural cooking utensils and dressing up clothes, multicultural food and cutlery/crockery in the role play area and encourage children to experience food from a range of cultural traditions at snack times and during cooking sessions.

We provide opportunities for children to listen to music and play musical instruments from around the world. In the imaginative play area we supply resources that explore a range of different cultures. Use books and posters of families from a range of backgrounds, portraying festivals, decorative cloths, a variety of scripts and number systems. We ensure dolls and puppets have accurate and realistic skin tones, facial features and hair textures. Supplement nursery rhymes and songs with visuals. We teach the whole class songs/rhymes in other languages.

We will ensure that written information about the Exwick Ark is offered in the home language of the families attending if needed and a list of translators is kept to refer to

We are very lucky to have members of staff at "The Ark" who are themselves bilingual or able to speak other languages. Due to this we are able to assist children with various languages and celebrate other languages by having regular sessions on singing songs or telling stories in other languages. We encourage parents to contribute to our sessions to celebrate different languages and cultures if they feel comfortable to do so.

Our English as a second language co-ordinator team keep up to date with research and available resources in this area of our provision by attending term;y EAL cluster meetings and provide support and training to all staff. We also access materials produced by the Babcock Ethnic Minority Traveller Achievement Service (EMTAS)

Signed: