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# Spinney Pre-School Parents with English as an additional language

*'For children whose home language is not English, providers must 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. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS.'*

EYFS 2012 Section 1.8

## **Policy statement**

We aim to ensure that our commitment to Equal Opportunities is met and to empower the staff in partnership with the child's parent/carer to identify and respond to the needs of the child/children for whom English is an additional language, in order to secure for these learners full access to the curriculum.

## **Procedures**

We believe a multicultural setting is an enriching experience for all concerned and the staff are asked to follow simple steps to help the child/children integrate into the setting.

- Find out about the child's country of origin
- Speak his/her name regularly and positively
- Smile at the child frequently for reassurance
- Include him/her in the life of the setting but not to pressure him/her if they do not wish to participate
- Allow the child time and space to observe what is happening and give importance to listening
- Try to reinforce simple, consistently worded commands visually, through mime, demonstration and/or picture
- Use key phrases in the home language if possible
- Welcome the parents to share activities with the child
- Choose themes to help the child settle in, such as Home, Journeys and All about me which all promote opportunities to involve the child and parent and to draw on their experiences
- Use resources to reflect a child's background (cookery, books, maps)
- Do not worry if the child seems unresponsive. It will take time before he/she feels confident enough to make oral responses – it may take as long as a few months.

## **Resources**

The following criteria are followed when selecting resources to support a child with English as an additional language:

- They should relate to a child's experiences
- They should always provide positive images
- They should value cultural diversity
- They should contain repetitive language to encourage participation, interest and challenge

## **Legal framework**

- The Equality Act 2010
- Children Act 1989, 2004

## **Further guidance and support available**

- The setting's Valuing Diversity and Promoting Equality Policy

**This policy was adopted at a meeting of the pre-school held on (date) -----**

**Signed on behalf of the pre-school -----**