

Fullbrook Nursery School

A Policy for English as an Additional Language

AIMS

1. To promote equal opportunity for all regardless of race, gender, age, ability, religion or social status.
2. To create an environment and curriculum that reflects the identities and cultures of all the families who access the site.
3. To offer a child centred learning environment in which the individual child can be supported and extended as appropriate to his/her needs.
4. To develop a close relationship between home and school and to encourage parents to become partners in the education of their child.
5. To take advantage of the rich cultural community that the school is part of and to help children to develop a positive attitude towards children of different ethnic groups, cultures, beliefs genders and abilities.
6. To develop children's knowledge and use of the English language through early identification of their needs and provision of high quality resources and experiences which promote language development.
7. To value the child's home language and encourage families to maintain it whilst the child is developing competency in the English language.

OBJECTIVES

- To offer an induction programme prior to children being admitted to Nursery which includes visits to school, where children can become familiar with the learning environment and meet the staff, and a home visit by nursery staff to begin to build relationships with children and their families. Staff will identify families who need someone present to interpret when they carry out home visits. The home visits will allow staff time to discuss the language needs of each child and family.
- To place each child, as far as possible, in a family group which is balanced through taking account of age, gender, race/ethnic background and language.
- To assess each child using WellComm and EYFS Development matters.
- To support children, according to their levels of knowledge of and use of English, through targeted interventions in language/nurture groups and in their child-initiated play.
- To set targets for each child and to assess and record progress using WellComm and EYFS Development matters documents.

IMPLEMENTATION

Whilst all staff are involved in supporting children with English as an Additional Language, certain staff are identified as having particular responsibility for language intervention, such as Early Talk Boost.

All staff are provided with training in Wellcomm and for practitioners working with children for whom English is an Additional Language.

ASSESSMENT

Each child's attainment on entry is assessed through observation of the child in the setting and during the home visit. Information from parents also supports assessment. Language skills are screened every 10 weeks using WellComm language screening tool. Formative and summative assessments are recorded through the academic year and inform planning for each child's next steps. Referrals are made to Speech and Language Therapy, if the delay is present in both home language and English or if we are concerned at the rate of progress in either language.

MONITORING

Tracking documents and data are analysed by the Head Teacher and Lead EYFS Teacher to identify children who are not achieving targets. Where appropriate, additional support and advice from other agencies will be requested.

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By; Andrina Flinders.

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