



Regent House Preschool

Provision for Parents/Carers and Children with English as an Additional Language

When a child with English as an additional language first commences Regent House Preschool, we may have a meeting with his/her family to best get an idea of how we can meet their child's individual needs. If the child's Parents/Carers do not speak English and we cannot find an interpreter, we will ask that they bring a friend or family member who can interpret.

At the meeting:

- We will find out as much as possible about the language/s the family uses at home and when. For example, the Parents/Carers may speak to each other in their first language but with their child they may speak in English.
- We will explain how important it is for their child to use his/her first language and say that we will be encouraging the child to use it within our setting whilst also encouraging a knowledge of English.
- We will find out if the family has different ways of raising children due to their culture, for example, different ways of toilet training or different dietary requirements.
- If the Parents/Carers are new to the country or they grew up abroad, they may not be familiar with how Early Years education works in this country. Therefore, we will explain our setting's values, the principles behind the Preschool Curriculum and how their child will learn through play.
- We will encourage the child's Parents/Carers to visit the setting to begin building strong links with home.

Resources

We will provide resources that reflect the backgrounds and cultures of the children within our setting.

Some ideas are to:

- Have books in dual languages.
- Use books, posters, labels, prompt cards, toys and puzzles that reflect positive images of the different ethnicities.
- Have dolls and small world figures that reflect different ethnic groups.
- Use musical instruments and music from around the world.
- Celebrate scripts and languages of the world by labelling areas in your setting in different languages.
- Use persona dolls to explore issues of difference, similarity, race and understanding of different children's lives.
- Use story sacks to create a clear context for stories.
- Use fabrics that have different ethnic prints, such as sari material and African prints. We will use these fabrics in our role-play area for the children to wrap dolls in.

Curriculum and Environment

- We will create activities that reflect the different backgrounds and cultures of the children in our setting.
- We will use books that reflect different cultures or tell stories from other countries.
- We will have role-play areas that can create different scenarios such as rainforests, travel agents or cafes from different countries and homes from different cultures.
- We will create activities that will stimulate children with EAL to communicate and talk.

Monitoring Progress

- We will regularly observe how the child uses language and record examples of what they say.
- We will use these observations to build up a pattern of the child's speech, monitor progress and plan activities to develop his/her language. Non-verbal communication is also important when a child is first learning a second language.

- Remember that children often go through a silent period, which can last six months or more. This is a natural part of learning a second language.

Individual Care Plan

An Individual Care Plan for the child will be created in partnership with his/her Parents/Carers to support the staff with providing the best possible care and support to meet his/her individual needs.

External Agencies

ies@eani.org.uk

www.eani.org.uk/about-us/equality

We will contact external for help and support where necessary.

Monitoring and evaluation

This policy will be reviewed and monitored in line with the Preschool's policy review schedule.

Reviewed:
14/05/23

Approved by BOG:
21/09/23