

## Supporting children and families with English as an additional language policy – including bilingual children

### Aim of the policy

To demonstrate that we welcome everyone into our setting. This includes children

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*\*Some policies continue to the next page. Please check you are referring to the complete policy content. These policies are reviewed annually and updated inline with changes to government legislation.*

who speak languages other than English. To speak a language other than English will be celebrated and not seen as a disadvantage or deficit for the children or family. Our strategy to support these children will be implemented by all staff members. Staff members will be given support and information to enable them to promote these strategies. It is the responsibility of the staff to be flexible and creative to ensure that effective communication takes place.

### Points to consider

It is important to identify the child's first language before they start at the setting and to establish whether the parents are able to converse in English or if they will need alternative support to understand the routines and learning environment their child will experience.

Children from different cultures may find our setting unfamiliar, so it is important that we include pictures in the environment with which all children can identify. These may include a variety of houses, landscapes, families or children playing.

### We aim to achieve this by:

- Striving for the setting environment to be multicultural, with a variety of multicultural books and resources and the displays around the settings also reflecting multiculturalism.
- During the settling-in sessions, asking parents for key words in the child's first language so that we can use these to communicate with the child.
- Keeping language simple and literal initially so the child has the best opportunity to understand.
- Giving instructions to the child individually and with eye contact, as we understand generalised instructions may be hard to follow.
- Giving the child time to respond, as we recognise that it takes time to translate words.
- Having keywords relevant to the child on display with pictures around the room to help staff communicate with the child and for the child to tell us what they want.
- Encouraging the child and their family to teach children and staff the names of objects in their own language.
- Modeling correct sentences, without correcting the child, when they have tried to communicate.

## Working with parents

Parents from other countries may not have any understanding or experience of early years education within the UK. It is important that sufficient time is given to explaining the key principles of our system and the routines their child will experience.

When completing the registration form, we will take down the details of the child's country of origin, religion, language and key cultural needs. These may include dietary restrictions, which will be shared with all staff and our chef to ensure no misunderstandings.

All parents are encouraged to contribute to their child's learning by visiting, sharing significant events/festivals and doing activities.

## Aim of the policy

To clarify how we support children with SEND and their families. This policy works together with the inclusion policy – SEND, the special needs procedure for previously unidentified needs and the confidentiality policy.

When the Children and Families Bill was enacted in 2014, local authorities were required to publish information about services available for children and young people with SEND aged 0–25. This is called the Local Offer, and we are on the Local Offer register, which tells families how we support children with SEND.

## We aim to achieve this by:

- All nurseries having an appointed SENCO with knowledge of the SEND Code of Practice (2014) and the Equality Act 2010 in relation to special needs.
- Using individual plans to support the child's individual needs, created with the parents and other professionals who may be involved with the child and reviewed regularly.
- Attending training to support the needs of the child (e.g. sign language training).
- Using the two-year check, regular observations and EHAs to identify and record the child's needs, with paper copies of the two-year checks given to parents and health visitors via the parents.
- Ensuring the SENCO has attended training and regular SENCO forums to keep

them updated, as well as more specific training depending on the needs of the children.

- Working with other agencies to support the children and their families and, where necessary and with permission, contacting other professionals on behalf of the family.
- Depending on the needs of the child and the funding available, possibly offering more staff support by having staff work 1:1 with the child.
- Consulting with the child about their wishes regarding their support, either through observations or discussions, depending on the child's age and ability.
- Providing further information to the family about services they can use or contact for additional support.

### Special educational needs abbreviations:

- ASD – Autistic spectrum disorder
- CAS – Child Assessment Services
- CC – Children Centers
- CDT – Child Development Team
- CO – Case officer (allocated to children with SEND when notified)
- COP – Code of practice
- CWD – Children with disabilities
- DF – Discretionary funding
- EHA – Early Help Assessment
- EHCP – Education Health and Care Plan (replaced statements)
- EP – Educational psychologist
- EYCS – Early Years and Childcare Service
- FEET – Free entitlement for two-year-olds
- FIS – Family Information Service
- HV – Health visitor
- IA – Improvement adviser
- SENCO – Special educational needs coordinator
- SEND – Special educational needs and disability
- SLT/SALT – Speech and language therapist