



Children of the World Montessori School

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English as an Additional Language (EAL) Policy

Aims

Our aims are for all our children to -

- Have access to a broad and balanced curriculum appropriate to their needs and in line with the Early Years Foundation Stage guidance.
- Be able to reach their full potential.
- Feel safe, secure and valued.
- Have their individual needs met.
- Have their first language and culture valued and supported, thereby creating a school environment in which the richness of our community languages is regarded as an asset.
- Enjoy celebrating cultural festivals within the school environment.
- Benefit from our partnership with parents, drawing on their knowledge of their children.
- Experience a learning community where the use of specific resources supports and reflects children's diverse cultural backgrounds and experiences.

Language learning

We recognise the fact that a child may enter our setting who is already developing one or more languages and is now learning English as an additional language.

We always allow these children extra space and time, patience and support.

We acknowledge and celebrate the skills they have in their home language for we believe this promotes confidence in their own abilities and raises their self-esteem.

We recognise and reassure parents that their children will benefit if they use, maintain and develop their 'home' language and we encourage them to spend time in this interaction with their child.

We invite parents to share their home language and cultural background with staff and their child's keyworker.

Parents are invited to provide a list of key words and phrases or translations of these, to assist the child's transition into COTW.

Social skills

Staff ensure that they make their teaching as visual as possible through the provision of pictorial and additional resources to assist EAL children and to enable them to fully access the inclusive language environment.

Staff ensure that they use gestures, facial expressions and explanatory actions together with the use of objects to explain each part of an activity.

Starting at COTW

The child's Key Worker and the SENCO/EAL Advisor, Paivi Clay, will seek to find out as much as possible about the child and their individual needs. This includes details such as their correct name and pronunciation, dietary needs, dress code and previous Early Years setting experience.

The EAL Advisor and Key Person continue to liaise with the family and ensure that they receive information and newsletters in a form that is accessible to them and that they are able to communicate their views and concerns to the staff without difficulty.

Language development

Monitoring and tracking of progress is ongoing and will be recorded in their two year check (if appropriate), baseline assessment and development checks that take place three times a year in the autumn, spring and summer terms.