English as an additional language (EAL) reflective audit

**How do you support children learning English as an additional language in your setting? This audit will help you reflect on what you already have in place.**

**Key principle: *Bilingualism is an asset, and the first language has a continuing and significant role in identity, learning and the acquisition of additional languages.***

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| A Unique Child |
| Focus -Do you? | In place | Evidence | Area for development |
| * **Make notes on children’s language background, home language use, preferences, skills on entry to setting.**
* **Make notes on children’s home experiences, routines and cultural practices?**
* **Check spelling and pronunciation of child’s name?**
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| * **Reassure parents that use of home languages in the home and setting will support their child’s overall learning including English?**
* **Seek religious and cultural advice from parents in the community?**
* **Ensure effective two-way communication with parents?**
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| * **Challenge your own knowledge, skills and understanding of children and families for whom English is an Additional language?**
* **Seek training, advice and support to support your provision for EAL children?**
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| * **Have policies that have provision for working with EAL children and families that include inclusion, equal rights and celebrate diversity?**
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| * **See EAL children and families as a positive and welcome addition to your setting?**
* **Have procedures and practice equal for all families?**
* **Challenge and act if adults or children make fun of or show disrespect to others?**
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| Key principle: ***All activities inevitably benefit all children in the setting. Give children space and time; your patience and support, thoughtful provision, and acknowledgement of their skills in their home language will give them the confidence to achieve in English. Children are natural linguists. With your support children learning EAL will have the best foundation for becoming truly bilingual, with all the intellectual and social benefits this confers.*** |

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| Positive relationships |
| Focus -Do you? | In place | Evidence | Area for development |
| Welcoming families and children |
| * **Allow time for home visits/inductions to include whole family?**
* **Invite parents in to share their culture?**
* **Provide support in completion of admission forms?**
* **Use older siblings, children, translators etc. to aid in communication with parents?**
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| * **Actively try to make families who do not speak English feel welcome?**
* **Reflect on what your setting sounds and feels like to a parent who can understand very little of what is said?**
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| * **Learn a few key words in their home language to aid in communication.**
	+ **Provide visual aids e.g. pictures/photographs to help parents understand routines and what happens in the setting? Use any resources such as table top translator.**
	+ **Develop a handbook illustrated with photographs and written in the home language where possible, which can be shared prior to admission?**
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| * **Invite families into the setting to share special occasions and celebrations?**
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| * **Have labelled staff photographs which are displayed somewhere near the entrance for parents to see and access?**
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| Adult/child relationships |
| * **Value, draw on and record parent’s knowledge about their child including the full range of language skills and experiences.**
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| * **Try to find ways of listening to the child’s voice even if you cannot understand what they are saying to you?**
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| * **Consider what the setting sounds and feels like to young children?**
* **Appreciate how tiring it can be to listen to a language that you cannot understand for long periods of time?**
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| * **Look out for a child becoming isolated and playing alone when in an environment that they don’t understand?**
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| Key principle: ***Secure trusting relationships with a Keyperson are vital to a child’s development in all areas. Bilingual support is a highly desirable resource, but it should be accepted that appropriate first language support may not be available for all children in all settings all the time.*** |

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| Enabling environment |
| Focus -Do you? | In place | Evidence | Area for development |
| * **Create a learning environment where linguistic and cultural diversity are visibly celebrated?**

**(I.e. signs, dual language displays etc.)** |  |  |  |
| * **Think about what additional support EAL learners may need to access routines, activities and equipment?**
* **Offer an environment rich in language experiences that helps the development of children learning English as an Additional Language?**
* **Work with partners in adult and family learning to support or provide opportunities for adults to learn or improve their English skills?**
* **Reflect children’s home languages in displays?**
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| * **Actively seek information about the languages, culture and circumstances of the families you work with?**
* **Include key places when planning for children’s experiences, which include their communities, festivals, holy days and special customs?**
* **Note cultural and religious information, including customs and are you sensitive about diets, festivals, worship etc?**
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| * **Picture your setting from a child’s point of view?**
* **Show Sensitivity to children’s feelings and needs and understand how important children’s well-being is to their learning?**
* **Provide interesting and welcoming places to learn?**
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| * **Audit the learning environment to ensure the child has full access to EYFS learning experiences?**
* **Have a range of dual language books in your book area?**

**Have a range of culturally diverse resources in your role play?** |  |  |  |
| Key principle: ***The physical environment should also include play and learning resources that positively reflect the children’s cultural and linguistic identity and experiences; for example, books, posters, labels, role-play equipment, which includes community language newspapers and food packets; displaying a variety of scripts to support language awareness.***  |

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| Learning and Development |
| Focus -Do you? | In place | Evidence | Area for development |
| * **Plan learning with consideration for other culture’s language, traditional stories and number systems?**
* **Understand the stages of learning English and use this to plan next steps for the child?**
* **Spend time playing alongside children to support their learning and English language development?**
* **The Key person have a full understanding of the children and their achievements and feed this into planning?**
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| * **Note the child’s interests, motivation, feelings, confidence and perseverance?**
* **Have a rounded picture of the child?**
* **Help children to settle and learn in each new situation?**
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| * **Use a variety of strategies such as; self-talk, parallel talk, repeating, modelling, extending, restating and rephrasing to support children’s learning of an additional language?**
* **Use eye contact, body language, facial expression, gesture and mime to help understanding?**
* **Observe how children communicate through home language, gesture, body language and other means?**
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| * **Speak in a normal way to children making sure that you pronounce words clearly?**
* **Use natural repetition and pattern in language?**
* **Speak with clear expression and pronunciation?**
* **Use open ended questioning to encourage talking?**
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| * **Understand that children can demonstrate what they know without necessarily speaking English?**
* **Note the stage of English learning the child is at? E.g. absorbing language but does not speak, understands instructions and some words, says some words, says nouns and verbs etc.**
* **Note the nature of their interactions with others (if any) and use this information to support their PSED and learning?**
* **Provide opportunities for children to engage in activities that do not depend on English for success?**
* **Provide visual aids to support children’s understanding?**
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| * **Audit the learning environment to see which areas generate the most conversation and build upon them?**
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| Key principle: ***All areas of Learning and Development are interrelated and interdependent and offer rich opportunities for developing children’s use of language. Activities in your setting that you plan specifically to support all children’s language and communication skills should need little adapting for children learning EAL.*** |

Completed by:

Date:

Review date: