



Supporting children who speak English as an additional language Policy

At Pavilion Pre School (Aigburth) CIO, we are committed to ensuring that children whose first language is not English are fully included in all aspects of our provision. We recognise and value the importance of a child's home language and understand that being bilingual or multilingual is an asset. Children who speak English as an additional language are supported to develop their English while continuing to value and use their home language.

We will:

- Work closely with parents and carers to understand each child's individual needs, interests, experiences and language background, helping the child to feel secure and confident within the setting.
- Involve parents and carers as partners in their child's learning and development and welcome their knowledge, experience and contribution.
- Observe children carefully and use appropriate gestures, facial expressions, actions and demonstrations to support their understanding of questions, instructions and requests.
- Use visual prompts, photographs, objects, symbols, signs and other visual aids to help children understand routines, expectations and what is happening next.
- Recognise that a child may understand significantly more English than they are able to communicate verbally and provide time, encouragement and appropriate opportunities for them to respond.
- Recognise that children develop at different rates and that learning English as an additional language does not, in itself, indicate a delay in a child's development or learning.
- Provide a supportive, welcoming environment where children can communicate in their home language as well as developing their English language skills.
- Talk to parents and carers about the importance of continuing to use the child's home language at home. Maintaining and developing the home language supports communication, confidence, identity and relationships and provides a strong foundation for learning additional languages.



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- Ask parents and carers to provide a list of familiar and useful words or phrases in the child's home language alongside English equivalents. This may include words such as *toilet, drink, food, water, mummy, daddy, home* and other words that are important to the child.
- Where appropriate, ask parents or carers to provide a phonetic pronunciation of words in the child's home language so that staff can make every effort to pronounce them correctly.
- Provide books, stories, songs and other resources in the child's home language wherever possible.
- Encourage children to share their home language, culture and experiences with other children and adults in the setting.
- Where appropriate, invite parents and carers to contribute to the setting by sharing stories, songs, rhymes or other experiences in their home language.
- Use repetition, modelling and simple language to support children's understanding and gradually extend their use of English.
- Ensure that children are given sufficient time to listen, observe, process language and respond without pressure.
- Work with parents, carers and other professionals where additional support may be beneficial, ensuring that any concerns about a child's development are considered in the context of their overall development and language experience.

Our aim is to ensure that every child feels valued, understood, included and confident, while being supported to develop their communication and language skills in both their home language and English.

This policy was adopted in July 2019.

It will be reviewed annually or as and when required.

Last updated: 07.10.26

Signed by Chair of Trustees:

Signed by Operations Manager: