

**Positive Relationships**

Continue to extend child’s speech and model correct grammatical structures “I goed outside.

You went outside? What did you play with outside?”

Encourage pupil to respond by asking closed questions, either or questions and one word answer questions.

‘Children learn to be strong and independent through positive relationships.’

This section includes:

* Gathering and sharing information.
* Information form for children learning EAL.
* Partnership with parents audit.

**Gathering and sharing information**

* During the initial meeting/induction make parents/carers feel welcome.
* Display a welcome sign in many languages ensuring that this is representative of the families accessing your setting.
* Consider a home visit.
* Remember that parents may have very different expectations of childcare based on their own experiences.
* Remember that some parents may be reluctant to visit the setting because of shyness or lack of confidence/ability to speak English.
* Be prepared to give a verbal explanation of letters and try to have translations available. A ‘Welcome to the setting’ booklet could also be used to share information.
* Encourage involvement and participation in the setting’s activities.
* Show parent/carers how supported play activities can provide opportunities to model rehearse and extend language.

**Information form for children learning EAL**

Continue to extend child’s speech and model correct grammatical structures “I goed outside.

You went outside? What did you play with outside?”

Encourage pupil to respond by asking closed questions, either or questions and one word answer questions.

**To be filled out with the parents/carers**

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| --- |
| Setting/school Date child started at setting/school |
| Child’s first or given name Family Name |
| Name to be called in setting/class |
| Translation/pronunciation  |
| Name of contact person Telephone number |
| Address of contact person |
| Male/female Date of birth |
| Country of birth Nationality |
| Refugee/asylum seeker (Yes/no) Arrival date in the UK (if applicable)  |
| Ethnic background Religion  |
| Dietary information, for example, cultural, religious, medical, allergy |
| Medical information, for example, vision, hearing |
| Any other background information, for example, past experiences, traumas, dress-codes, religious observations |
| Father/male carer’s name; languages spoken, read and written by himAny other information… |
| Mother/female carer’s name; languages spoken, read and written by herAny other information… |
| Information about other siblings |
| Languages spoken in the home and by which family members |
| Transition support available out of the setting/school, for example, a family member or friend may speak English fluently |
| Arrangements for letters, reports and other correspondence, for example, interpretation required at meetings |
| Child’s key person |

Ask yourself and colleagues how your setting is in relation to the following questions and grade yourself as Beginning (B), Developing (D) or Secure (S), and then consider how you could improve practice.

|  |  |  |
| --- | --- | --- |
| **Partnership with parents audit** | **B/D/S** | **What could we do differently?** |
| Do we know the make-up of our local community and families, for example ethnicity, languages spoken and religion practised? |  |  |
| Do we provide information in a range of formats - face to face, text, email, pictures, notices and letters in the languages relevant for the families using the setting/school where possible? |  |  |
| Does our ‘settling in’ strategy ensure both children and parents are actively helped to settle into the setting/school? |  |  |
| Are we approachable and welcoming to all parents and carers? |  |  |
| Do we ensure all children and parents’/carers’ views and opinions are sought and used in reviewing practice, irrespective of their language and culture?  |  |  |
| Do we signpost to, and utilise, groups, events and activities in the community to support children and families? |  |  |
| Do key persons liaise with parents/carers to learn about children’s experiences, skills in English and in any other languages used in the home?  |  |  |
| Do key persons ask for words, phrases, songs and books in the child’s home language? |  |  |
| Are key persons fostering relationships with parents/carers where they are comfortable to communicate their needs and concerns? |  |  |
| Are mornings and/or going home times structured to give extra time for parents to discuss their children when they arrive/leave, and is the physical environment conducive to this? |  |  |
| Do key persons have the opportunity to visit children at home before entry? |  |  |
| Do key persons have the opportunity to visit children at home on other occasions throughout the year, for example a home visit with a story sack and dual language texts? |  |  |
| Do parents have easy access to the setting/school’s policies? Are policies parent friendly and easy to understand, with simple language, and pictures, or translated into other languages? |  |  |
| Are parents encouraged and helped to share their own observations of what children say and do at home, for example verbally or using a diary, photographs, video, audio, sticky notes, and so on? |  |  |
| Do we use parents’ observations of their children to plan for their future learning? |  |  |
| Are parents given informal support for their children’s learning at home, for example through a book, toy or activity loan system?  |  |  |
| Do we offer parents workshops/courses where families can share skills and learn to support children’s learning?  |  |  |
| Do we have strategies in place to try to reach parents who are not taking part in what is offered?  |  |  |
| Do we have good knowledge of where to find support for our parents locally, for example English classes, or housing advice? |  |  |
| Do we have a robust ‘transition’ strategy, for example with picture books about starting school, videos and a programme of visits, to support children and parents moving on to the next phase of their education?  |  |  |
| Do we reassure parents that the use of the home language in the setting/school will support their acquisition of English? |  |  |