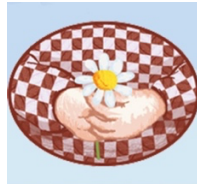


Stone Bay Montessori and Beach School



Bilingual learners and English as an Additional Language (EAL) Policy

Children attending our setting may be monolingual in English or another heritage language, or multilingual and able to understand and speak a number of languages. We include all children and our strategy to support these children and their families will be implemented by all members of the staff.

We differentiate between those children who speak English as an additional language or those who are Bilingual by using the following definitions as provided by the *Department of Education*.

EAL stands for English as an additional language and recognises the fact that many children learning English in schools in this country already know one or more other languages and are adding English to that repertoire.

Bilingual is used to refer to those children who have access to more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages.

A Unique Child

- We recognise that to speak another language other than English or to be multilingual will be celebrated and not seen as a deficit or disadvantage for the individual children and their family. It is the responsibility of staff to be flexible and creative to ensure that effective communication takes place.
- We recognise the fact that a child may enter our setting who is already developing one or more language and is now adding English to the list.
- 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.

Positive relationships

- We invite parents to share their home language and cultural background with staff and other children in the nursery through visits and the participation in activities. Parents are invited to provide a list of key words and phrases or translations of these, to assist the child's transition into Nursery.
- Parents are asked to fill out a language form, specifying the amount of language the child has in each, including English. For example, short phrases in language one, single words in language two and no language in language three.
- Parents are encouraged to contribute to the learning of the children by visiting, sharing significant events/festivals and supporting activities such as cooking with the children.

Enabling Environments

- When all children join Stone Bay we ask for a family photo. This photo will go into our cultural book and is ordered by country. Each child's country is in the book. We have lots of pictures, key words in the language and facts about each country which we can discuss with the children.
- It is important that we display pictures and artefacts which represent the range of cultural diversity within the environment.
- Bilingual books representing the range of cultures in the environment are displayed throughout the setting. Staff who can speak an alternative language will be encouraged to use these with the children in a variety of situations.

Learning and Development

- All areas of learning will reflect diversity and the adults are responsible for ensuring that the children respect and understand the function of the resources on offer.
- Staff ensure that they make their teaching as visual as possible through the provision of pictorial and additional resources to assist children with EAL and to enable them to fully access the inclusive learning 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.
- Staff encourage children to keep talking, even if they are unable to do so in English.

- Staff will keep language simple and literal initially so that the child has the best opportunity to understand.
- Instructions are given to the child individually and with eye contact, getting down to the child's level, as generalised instructions are hard to follow.
- We will give plenty of time for the child to respond - it takes time to translate.
- We may use Makaton, communication picture boards and visual timetables as additional aids.
- Staff will learn key words in the child's home/first language so they can tell us important things like needing the toilet, being thirsty, needing help. All of these key words are in our cultural book.
- Non-verbal clues are used when working with the child.
- We will choose stories which are simple, have clear pictures, repetitive, but interesting (Farmer Duck for example)
- The child will be encouraged to teach the other children the name of objects in their own language
- We will model correct sentences for the child when they have tried to communicate.
- Up to 80% of everyday communication is non-verbal and it is vital that this knowledge is used by all staff to facilitate communication. Therefore, all staff will engage with the EAL and Bilingual children using non-verbal communication alongside verbal. This will involve the use of sign language, symbols, visual timetables, drama and drawing as well as props for stories.

Assessment

No assumptions should be made of the child's ability and learning capability based solely on their ability to speak English. Observations by staff members recorded on the child's profile will be part of a crucial learning record.

Where concerns are raised, it will be the responsibility of the Key Carer to discuss the child's first language competency with the parents. If this is not age appropriate, the Key Carer should inform the setting SENCo to discuss the next steps for the child.

Responsibilities

All staff will be familiar with this protocol and be involved in seeing that it is carried out. The Head teacher will be responsible for sharing this protocol with all new staff.

All members of staff but particularly The Key Carer will be responsible for liaising with parents and monitoring the progress of the individual child.

