



**ENGLISH as an
ADDITIONAL LANGUAGE
POLICY
2022/23**

Most of the students at NBS have English as an additional language.

The term bilingual/multilingual refers to all students who have access to or need to use two or more languages at home or in school although this does not necessarily imply fluency in those languages. Being a speaker of more than one language is often associated with educational achievement and it is considered an advantage. Throughout this policy students who have access to or need to use two or more languages will be referred to as EAL students.

English is the language used throughout the school, both in lessons and at break times. All students should be encouraged to use English whilst in school.

NBS welcomes and values the cultural, linguistic and education experiences that students with EAL bring to the school. The intervention team will work with the students with an aim for their English language to improve with the use of appropriate resources.

The School maintains an EAL student register, which identifies EAL student who need support, e.g. individual, in groups, in or out of class. Each student on the EAL register will have an EAL IEP. EAL data will be maintained as with all other groups in the school.

All teaching staff will:

- Plan for and provide appropriate stimuli for language development;
- Provide appropriate differentiated activities and extra support, where necessary in whole class and small group sessions
- Encourage EAL students to use English by generating opportunities for active participation in lessons
- Provide suitable contextual clues for EAL students;
- Plan for and provide specific time for support for students with EAL needs with the intervention team
- Teach topic/subject relevant vocabulary where appropriate and provide curriculum related opportunities to develop listening, speaking, reading and writing skills
- Provide good language role models for social interaction in learning activities
- Provide a secure, but intellectually challenging learning environment;
- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use, (formality, politeness, etc) genre features and characteristics (narrative, reports, etc);
- Promote language and study skills and attitudes that enable EAL students to become independent learners;

Good relationships with parents are essential if the EAL student is to succeed. Parents should be made aware of the difficulties their child is facing and the time frames for learning English should be outlined. The parent is an invaluable resource in helping children continue and expand their cognitive development, while they are learning English at school.

Any concerns about the wellbeing of a student with EAL should be referred to the VPs. If the school has reasons to suspect that a student with EAL may also have special educational needs, the class teacher will refer the student to the SENCo.

Strategies for supporting EAL students in class:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/students, texts, key word lists
- Writing frames
- Opportunities for role play; information on new topics should be sent home in advance where words can be translated and practised with parents in the home language
- Students receive regular feedback from staff
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
- Discussion is provided before and during reading and writing activities, using preferred language where appropriate
- Where possible, learning progression moves from concrete to abstract

This policy will be reviewed in May 2017