

Blackhall Nursery

English as an Additional Language Policy

Blackhall Nursery seeks to ensure equality of opportunity and access to the curriculum for all children irrespective of race, culture, class or gender. In this respect Blackhall Nursery follows the obligation set out in the Scottish Social Services Council Code of Practice for Social Services Workers to respect diversity and different cultures and values. Blackhall Nursery aims to work in partnership with parents to meet the educational needs of bilingual learners.

Bilingual Children

The term 'bilingual' does not imply an equal or specified level of proficiency in 2 languages. Bilingual and minority ethnic learners include those for whom English may or may not be an additional language.

Supporting Children with English as an Additional Language (EAL)

The EAL Service is available to the Nursery for support and advice on all matters concerning bilingual pupils, e.g. communication with parents. EAL is a teaching service available to all City of Edinburgh schools and states that '*the optimum conditions for learning an additional language are provided by the mainstream classroom in which the class teacher and the EAL teacher work together*'. Support may also involve working with other agencies, including Psychological Services and Speech and Language Therapists and any additional needs will be addressed through the Additional Support for Learning (ASL) Policy.

Supporting Bilingual Pupils in the Nursery

At the induction day or at the start of term, it may be useful for parents to complete the Early Years Enhanced Enrolment Form to help Nursery staff to understand the learner's linguistic background and abilities in their home language. The parent should be given the EAL copy of the Milestones Overview. Red writing on this document is to check if they have achieved this milestone in their home language. The leaflet from the EAL Service entitled 'Helping Your Child to Become Bilingual' which is available in a variety of languages could also be given to parents.

Maintaining and developing the child's home language will support the bilingual child in their acquisition of English. Therefore, the child's first language is always respected and promoted with the help of the parents who are active participants in the educational process. Parents are encouraged to bring in multicultural food packaging or clothes or fabric for the house corner, to take part in activities in the Nursery, such as story time, to share the child's first language with all of the Nursery children, for example, or in connection with a particular theme. We also have a weekly lending library which has multicultural bilingual books which the children can take home to share with their parents, ensuring purposeful linguistic links between home and Nursery.

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Strategies to Support Bilingual Children in the Nursery

- Providing the language the bilingual child needs. Exposure to the language is as valuable as the comprehension of detail.
- When giving information or an instruction to bilingual learners, say the child's name first and check readiness to listen before delivering information / instruction.
- Ensuring that bilingual learners are at the front of the group and that they face the staff member delivering the input.
- Using either/or choice questions and encouraging a response
- Allowing the child to work in groups, e.g. playing turn taking games as they give the child the chance to hear repeated language such as 'your turn' etc and for peer group interaction.
- Having familiar items in Nursery for the bilingual child such as dual language books and story tapes.
- Lots of interactive stories, rhymes and songs with repetition to help the child acquire some phrases and to give them the chance to join in.
- The computer/tablet provides visual clues for the bilingual child and opportunities for group interaction. Ensuring that some games / stories are available in the child's home language.
- Familiar books in the child's own language encouraged to be brought into the Nursery and read to all the children by a parent.
- Singing songs in different languages ensures that children hear their own language and feel included.

The Nursery routine offers repetition of many activities, e.g. having snack and tidying up. This allows the bilingual child to hear the same language repeated and will help to build confidence, as the child will learn what is expected of them. Our programme allows for lots of play, which encourages listening and talking. The resources on offer for the children's play provides visual support to the talking and listening going on in all activities. Most importantly, bilingual pupils require the same intellectual challenges as their peers. It is important to remember that the child is not a 'sponge' and needs to understand, rehearse and gain confidence before they will be able to use both languages easily and effectively

This policy links to:
Curricular Area(s): Literacy; Health and Wellbeing
Care Standard(s): 1.1, 1.2, 1.10, 1.19,1.25, 2.8, 2.9, 2.10, 3.12,
Quality Indicator(s) (HGIOELC): 2.9. 2.10, 3.12
UN CRC Article(s): 30

Adopted on 30/08/2023

Revised Nov 2004/Oct 07/Jan 14/Mar 17/ Sept 20
20/Aug23

FG 24.10.07/27.1.11/24.1.14/10.03.17/GS Oct

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