



Multilingual Learners Policy

Introduction

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are bilingual or multilingual, this includes recognising and valuing their home language and culture, alongside supporting them to acquire the necessary skills in English to access the curriculum.

We recognise that cultural and linguistic diversity is a rich resource for the whole school. We also recognise that pupils' achievement is linked to a welcoming environment in which they feel valued and confident. Building on pupils' knowledge of other cultures and languages will support multilingual learners in becoming confident speakers and writers of English in all areas of the curriculum. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of multilingual pupils and so to raise pupil achievement.

Success Criteria for this Policy:

- Pupils feel confident and happy.
- Pupils (other than those recently arrived) achieve on a level with monolingual pupils, taking starting points into account.
- Staff feel confident in supporting the needs of multilingual pupils.
- Pupil data is accessible, manageable and utilised effectively to support learners and accelerate language development.
- Parents are happy to approach the school and feel involved in the learning community.
- The school environment reflects and celebrates the multilingual nature of the pupil population.

Definitions

For the purposes of this policy, and to ensure the term 'EAL' is not viewed through a deficit lens, we use the term 'multilingual' to describe a learner who speaks one or more languages other than English at home. We have chosen to use the term multilingual to reflect our view that a pupil's home language is a cognitive and social advantage. We celebrate the rich background the learner brings to the school community, fostering a more inclusive and confident learning environment.

The term 'EAL' is used by Department for Education (DfE) to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. The DfE defines a pupil as using EAL if 'they are exposed to a language at home that is known or believed to be other than English.' This means that if a pupil is identified as using EAL when they start school at 3-5 years old, they will continue be recorded as an EAL learner throughout their education and their life.

The **first language** is the language a child was exposed to in their early years i.e. their mother tongue. If a child was exposed to more than one language (including English), any non-English language must still be recorded. The DfE recommends that schools should record the language which was communicated with the child until s/he is one year old as the child's first language.

Home language is the language the child is known or believed to actively speak or be exposed to at home or within the local community.

The DfE considers a pupil to have EAL if their first or home language is other than English, regardless of whether they are completely fluent or were born in the UK.

Statement of Aims

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics. Chestnut Lane School aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential. Everyone within the school community has a responsibility to ensure that this statement is adhered to.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from achieving their potential and contributing fully to our school's performance. In removing these barriers we aim to develop a school culture that positively values diversity.

As a school, we are committed to ensuring that all our learners, including multilingual learners, feel safe and know that they are valued.

Our school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of minority ethnic pupils who are at risk from underachievement.

We will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

The Context of the School

Our diverse and multi-cultural school is one of our biggest assets.

Analysis of our current school context shows that both the % of pupils whose first language is not English and the % of pupils who come from minority ethnic backgrounds are currently above the Buckinghamshire average.

Multilingual children may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but from an English-speaking school;
- Born abroad, but moved to the UK at some point before starting school;
- Born in the UK, but in a family where the main language is not English;
- Seeking Asylum or have refugee status.

As part of our admissions procedures, we gather information from parents regarding ethnicity, religion, home and first language. Please see Appendix 1 for a recent summary of information gathered for pupils attending our school.

Key Principles

Our multilingual children are entitled to opportunities for educational success that are equal to those of our English-speaking children. As an infant school, we use:

The Guiding Principles for EYFS:

- A Unique Child
- Positive Relationships
- An Enabling Environment
- Learning and Development

and The Bell Foundation's Five Principles to Guide EAL Pedagogy:

1. Multilingualism as an asset
2. High expectations with appropriate support
3. Integrated focus on content and language
4. Effective and holistic pupil assessment
5. Social inclusion

to inform and underpin our work with multilingual learners.

See Appendix 2 and Appendix 3 for a summary of how we personalise each of the principles in relation to the work we do with multilingual learners at Chestnut Lane School.

Admissions Support for New Pupils and their Families

An important part of children feeling safe and secure is seeing their language and culture reflected in their surroundings. We recognise different levels of support may be required for multilingual pupils and their families depending on whether:

- Chestnut Lane School is their first school
- They have transferred from another school in another part of the UK
- They are new arrivals from outside the United Kingdom.

New arrivals may include children who are international migrants, including refugees, asylum seekers, children of people working or studying in England and economic migrants from overseas. We recognise new arrivals are not a homogenous group; pupils will come from a range of social experiences and backgrounds and will therefore have diverse needs. It is important to welcome them and support them with admission procedures that enable children to rapidly settle in, become accustomed to schooling in England and make good progress.

Chestnut Lane School is a warm, welcoming and inclusive environment. We have adapted the Buckinghamshire Council Admissions Form to ensure we effectively gather information relating to a child's cultural, faith and dietary requirements, as well as their linguistic competencies. This ensures we are aware of all languages that a child speaks or is exposed to in their home and community. Trained 'Talk Buddies' (Appendix 4) act as communication role models and offer pastoral support as they welcome the new pupil. Once a child has settled and initial assessments related to language proficiency have been made, some families will be invited to a Language Support Meeting, as required, which is an opportunity gather further information about the pupil and their family and complete a one-page language profile.

For new arrivals, guidance about the Primary English Education System and Helping Your Child Learn is available in multiple languages on our school website, with paper versions also available. Welcome booklets/Class Welcome Pages and 'School Readiness' guidance make use of visuals, including [widgit](#) symbols and photos. Key documents, such as our Home School Agreement and Curriculum Overviews can be translated if required. Office staff and the Multilingual Learners Co-ordinator work closely together to organise language and translation support, making use of assistive technology and external services where needed.

We use the Bell Foundation's [PAWS model](#) to structure our induction process for new multilingual pupils and their families upon joining our school.



Prepare – Prior to admission:

- Gather information from the parents and add to class profile.
- Arrange a tour for the new pupil and parents / carers with language support as required.
- Provide key information for the parents, translated as required.
- Organise a Home Visit (before start of academic year) or 'stay and play' (mid-year admission) in Early Years or a class visit in KS1, and agree a start date.
- Ensure that parents are aware of the benefits of being bilingual/multilingual and explain that maintaining and developing their first language, is crucial for their child to learn English and make good progress at school.

Alert – Before the pupil starts:

- Share key admissions information with all relevant staff.
- Prepare resources for the learner's first few days.
- Make essential arrangements, e.g. named peg, named drawer, self-registration name etc.
- Ensure Class 'Talk Buddies' are ready to help the pupil to settle in and make friends, supporting them at lunch and break times.
- Prepare resources for the learner's first few days.
- Prepare the class (mid-year admission) e.g. ensure they know how to pronounce the new pupil's name, discuss how they can support and include, explain and value what that the new pupil will bring (language/culture/knowledge of another country), support them to learn a greeting/few words in new pupil's language etc.

Welcome – The first days:

- Greet new pupil and take them to class.
- Introduce them to their class Talk Buddies.
- Allow time for orientation and ensure a visual timetable is on display.
- Check they have food and drink organised for break and lunch time.
- Provide and share communication boards/access to lanyards with pictures and simple phrases which the pupil can use to indicate needs (e.g. if they feel thirsty/ need a pencil/ need to go to the toilet etc).

- Seat the new pupil near the front of the class, so that they can see how other pupils respond to instructions and copy them.
- Involve and include the new pupil in classroom routines and activities.
- Share highlights with parents/carers.

Support – The first weeks:

- Complete an EAL assessment and implement relevant classroom strategies to ensure appropriate language support is in place.
- Organise a Language Support Meeting with parents of Band A/B learners to discuss support and create a one-page language profile.
- Share one-page language profile with all relevant staff.
- Continue pastoral support, including that from appropriate buddies.
- Monitor progress and adjust support where necessary e.g. consider pre-teaching, dual language communication boards for topics/core books, use of visuals, use of assistive technology.
- Maintain open communication with parents and encourage parents to support learning through use of their home language.

Roles and Responsibilities

As an infant school, all teachers develop pupils' knowledge and understanding of the English language and there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the learning and success of multilingual learners and to support their language development.

Specific responsibilities are detailed below:

Multilingual Learners Co-ordinator

- To liaise with office staff regarding language and background information received via the admissions process.
- To liaise with office staff to ensure best practice in communication with families of multilingual learners, including translation or interpreters as appropriate.
- To update Multilingual Class Profiles ready for the beginning of each academic year.
- To update Staff Language Profiles to ensure we capitalise upon the languages spoken by staff across the school.
- To create one-page Language Profiles for identified learners, share with all relevant staff and update as required.
- To support staff in the teaching of multilingual learners, including support with planning, demonstration teaching, and support with assessment as required.
- To monitor progress data on multilingual learners.
- To liaise with class teachers on individual multilingual learner's progress (Pupil Progress Meetings) and discuss targets and support strategies.
- To keep up to date with all relevant training and research/publications relating to multilingual learners, EAL and Ethnic Minority Achievement, disseminate and provide and/or arrange for staff training, as necessary.

Subject Co-ordinators

- To monitor multilingual provision across their area of subject leadership.
- To ensure relevant support strategies are in place to enable all children to achieve and progress.

- To collect and analyse progress data for multilingual learners specific to their area of subject leadership.

Class Teachers

- To gather more specific information about languages spoken or heard in the home environment through Home Visits (Early Years).
- To assess multilingual learners (upon entry/ at identified assessment points) and use assessment information to inform next steps and support strategies.
- To support the learning of multilingual pupils within the classroom using the key principles and strategies (see Appendices 2, 3 and 6). Seek support from the multilingual co-ordinator/subject co-ordinators as appropriate.
- To plan any additional interventions for multilingual learners, noting that any withdrawal of multilingual learners is for a specific purpose, should be time-based and linked to the work of the mainstream class.
- To liaise with the Multilingual Learners Co-ordinator on individual pupil progress (Pupil Progress Meetings).
- To report individual pupil progress to parents.

Assessment

Regular assessment is carried out with the purpose of providing the most appropriate provision for each pupil.

We will assess children's use of language through:

- Information from the admissions process;
- Information from parents/guardians;
- Information from initial assessments and observations;
- Information from the previous school.

We use the Primary Descriptors from the Bell Foundation EAL Assessment Framework to assess Listening, Speaking, Reading/Viewing and Writing for multilingual learners, at identified assessment points in the academic year. As an infant school, it is also necessary to consider age related expectations for our learners i.e. Reading/Viewing and Writing will be new to all EYFS pupils. These descriptors are grouped into five 'Bands' to describe levels of proficiency in English:

- **Band A Learners: New to English** (*first two years of learning*)
Engaging in highly scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings. Learners working at band A require considerable support to access curriculum content.

Learners may go through a "silent period" that can last up to 6 months. They may use gestures, nod, or respond in their first language, while focusing on building receptive understanding. The pupil may start by using non-verbal gestures to indicate meaning - particularly needs, likes and dislikes. The pupil is beginning to understand simple instructions, use single words or short familiar phrases particularly to make basic needs known. They can begin to identify and name some school and everyday objects. Shows little or no knowledge of written English; taking first steps to engage with written and digital texts in English.

- **Band B Learners: Early Acquisition** (*first two years*)
Demonstrating an emerging ability to understand and respond verbally in interactions with others, based on their understanding of the context. Learners working at band B still need a significant amount of language support to access the curriculum

The pupil is beginning to listen with understanding to day-to-day peer group talk (social communication) and attend for short periods to simple stories and songs, with a visual scaffold. They are beginning to develop an emerging ability to respond verbally in interactions with others. The pupil is beginning to make sense of

written text at word and sentence level, using visual information to help decipher meaning. The pupil is demonstrating basic spelling skills and sentence construction and may be able to follow simple instructions, where the context is obvious.

During the **New to English** and **Early Acquisition stages**, the focus for teaching and support is on effective communication and 'meaning making'. At these stages fluency and building confidence is more important than accuracy.

- **Band C Learners: Developing Competence** (*two to five years*)
Developing more independence in the basic use of listening skills needed to engage with learning. Learners working at band C require on-going language support to access the curriculum fully.

The pupil would typically be confident in communicating in English and would be starting to develop more control of functional language. Their spoken English, however, may not be particularly accurate, with surface errors sometimes continuing for a number of years.

The pupil can follow instructions and is beginning to acquire topic specific vocabulary. They are understanding intonation and developing an understanding of sentence types. The pupil is able to express their likes and dislikes and speak to others socially. The pupil may not yet be an initiator in group work and may choose to take a fairly passive role. The pupil is drawing on a growing knowledge of vocabulary and grammar to engage with curriculum related texts and tasks, demonstrating competence in independent use of vocabulary and construction of simple sentences.

At this stage, the focus for teaching and support is about increasing range and accuracy of language use. multilingual learners who are **Developing Competence** are encouraged to notice key features of English and self-correct.

- **Band D Learners: Competent**
Applying listening skills and competence in producing more varied and complex speech, in a wider range of contexts.

Learners are often superficially indistinguishable from their peers in oral skills. The difference is more apparent in written work. The pupil engages in group discussion, initiates ideas, and answers in class. Formal speech may be more limited. The pupil reads narrative with some ease but may find it difficult to read more abstract material: this involves the interpretation of more complex text, where links between ideas are more deeply embedded and not explicitly expressed. The pupil can handle a variety of written tasks reasonably well but with evidence of some errors e.g. tenses, occasional structural mistakes. Pupil may handle narrative and personal writing with greater ease although, in some cases, the style may be more colloquial and may also lack a proper sense of audience.

- **Band E Learners: Fluent**
Showing an ability to understand and respond to spoken communication in classrooms and school contexts with little or no hinderance.

A very experienced user of English. May continue to need support in understanding subtle nuances of metaphor, and Anglo-centric cultural content in poems and literature.

At the **Competent** and **Fluent stages**, the focus for teaching and support is on promoting more sophisticated uses of language, exploring how to control of genre and register, and varying style and format to adapt to different requirements and contexts. Learners working at both the **Competent** and **Fluent** stages may still need some/occasional support to access complex curriculum material and tasks.

Termly assessment of level of language proficiency ensures that challenging bespoke targets to accelerate progress are in place. Interventions are personalised, time limited and are monitored to ensure accelerated progress.

The Difference between Conversational and Academic Language

We understand that language is acquired most effectively in meaningful contexts where the pupil feels a real need to understand and use language. In school, meaningful contexts are provided by the curriculum and the classroom. When focusing on communication in a meaningful context, pupils learn grammatical rules and vocabulary subconsciously. This is language acquisition and is quite different from language learning. It is how pupils develop the ability to understand and speak fluently.

BICS (Basic Interpersonal Communication Skills) represents "survival" or social language, largely used in the playground or casual conversation. Children are motivated by the desire to join social activities and form friendships and so engage in meaningful communication in real-life situations. Research suggests it takes 1-2 years to achieve full conversational fluency.

CALP (Cognitive Academic Language Proficiency) represents formal, curriculum-based language and is more demanding on the learner and needs to be taught explicitly as there are fewer concrete or contextual clues. This develops over 5 to 7 years on average, though research often highlights that many pupils remain in the "developing" stage unless provided with clear scaffolding and well-supported instruction.

We understand the need to accelerate multilingual learners' English language development to prevent them from being at a continued disadvantage with their monolingual peers.

Teaching and Learning

We recognise that learners using English as an Additional Language face a dual challenge: they must learn the English language while simultaneously learning curriculum content through English. This requires targeted teaching strategies that break down language barriers without lowering academic standards. Teachers have responsibility for ensuring that all children can participate in lessons. A summary of key elements of our provision is provided below:

- All staff use clear, concise English and are aware of the '[say less and stress, go slow and show](#)' approach.
- Early Years staff are trained in high quality interactions and the [ShREC approach](#)
- Continuous provision in Early Years and Year 1 gives learners the security of knowing what resources will be available in each area each day. This consistency supports children's wellbeing and achievements in learning. Observations inform enhanced provision or specific enrichment to extend learning.
- We record child-friendly learning objectives next to 'Learning Bricks', which act as a visual tool to draw children's attention to what they are learning in a particular lesson. Our 'Why Wall' supports the overall learning journey, explaining why children need to acquire particular knowledge or learn a certain skill.
- Success criteria (Must, Should, Could, Might) is used throughout the school to provide opportunities for pupils to reflect on their learning and challenge themselves further. Steps are taken to ensure the cognitive challenge remains appropriately high for multilingual learners and is not reduced because the English language demand has been reduced.
- There is a focus on both language and subject content in lesson planning. Learning Organisers detail tiered vocabulary which integrate language development (including CALP) and informs both pre-teaching interventions and quality first teaching.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.
- Pupils have access to effective staff and peer models of spoken language.

- Communication boards make use of widgeit symbols and dual language vocabulary where appropriate.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, and use of gesture.
- Sentence stems support the use of language and development of key skills in maths and reading comprehension.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- A range of representations and manipulatives enable learning progression to move from the concrete to the abstract.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation. This includes Helicopter Stories, Poetry Basket and Story Dough in the Early Years.
- Discussion is provided before, during and after reading and writing activities.

Furthermore, to ensure multilingual learners are fully supported across the curriculum, teachers implement a wide range of classroom support strategies which are carefully matched to each of the five proficiency bands explained above. This provision may be universal (benefitting all pupils), targeted (specific provision in school for additional language needs) or specialist (provision from external sources). Useful resources are hyperlinked within these documents to further support multilingual learners.

Special Educational Needs

The inability to speak fluent English is not a learning difficulty. Some multilingual children may have a special educational need and, in such cases, children will have equal access to school SEND provision, in addition to language support. Multilingual children with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy.

Links with Other Policies

This policy links closely to and should be read in conjunction with the following policies:

- Anti-Bullying Policy
- Equality, Diversity and Inclusion Policy
- SEND Policy
- Teaching, Learning and Curriculum Policy
- Whole School Behaviour Policy
- Whole School Mental and Wellbeing Policy

Review Date: June 2028

Analysis of School Context

September 2025

Contextual Data 2023-2024

	Chestnut Lane School	Bucks	Difference
Number on Roll	208	45772	
% First Language not English	29.8%	20.3%	9.5%

Internal School Context Analysis

For the start of this academic year (2025-26), based on information gathered from parents.

Home Language
Bengali
Chinese
Czech
English
Finnish
Greek
Gujarati
Hindi
Marathi
Not provided
Panjabi
Polish
Portuguese
Romanian
Russian
Sinhala
Spanish
Telugu
Urdu

First Language
Afrikaans
Akan (Twi/Asante)
Bengali
British Sign Language
Chinese (Cantonese)
Chinese (Hakka)
Chinese (Mandarin/Putonghua)
Dutch/Flemish
English
French
German
Greek
Gujarati
Hindi
Icelandic
Italian
Lithuanian
Malayalam
Marathi
Panjabi
<u>Panjabi (Gurmukhi)</u>
Polish
Portuguese
Romanian
Russian
Sinhala
Spanish
Swedish
Tagalog/Filipino
Tamil
Telugu
Thai
Urdu

Largest Home Language Groups:

1. English *+1.5% on 2024-25*
2. Hindi and Sinhala *previously just Hindi in 24-25*
3. Chinese
Greek
Marathi
Russian
Telugu
*previously jointly Gujarati, Russian, Sinhala,
Spanish & Telegu in 2024-25*

Total of 18 Home Languages recorded across the school (including English). Two Home Languages listed (Czech & Finnish) do not feature in the First Languages listed.

No longer listed: German, Hungarian, Japanese, Tamil, Turkish, Vietnamese.

A Home Language has **not been provided** for 13 children this year. All of these children have a language other than English listed as their First Language and are classified as EAL.

Largest First Language Groups:

1. English
2. Hindi
3. Gujarati

*Same top two language groups as 2024-25.
Gujarati replaces (combined) Chinese languages as third.*

Total of 33 First Languages recorded across the school (including English).

Same number of First Languages as 2024-25, but Hungarian, Japanese, Turkish and Vietnamese are no longer listed and Akan, Icelandic, Italian and Malayalam are new entries.

Total number languages (Home and First, including English) that children speak/are exposed to at home: **35**

Total number of pupils recorded as having **English as an Additional Language: 85 pupils (42.5%)**



Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

Every multilingual learner has a unique profile.

Children enter EYFS at different points in their language development.

Children learn to be strong and independent through positive relationships.

Positive relationships with peers support language development.

Positive relationships with adults support language development.

Children learn and develop well in enabling environments, in which their experiences are pre-planned on the basis of their individual needs and there is a strong partnership between practitioners and parents and/or carers.

Access to languages other than English supports the development of English.

Involving parents supports their child's learning.

Language role models support multilingual pupils.

Multilingual learners benefit from play-based learning.

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Every multilingual learner should achieve his or her full potential.

The use of languages other than English supports the assessment of multilingual pupils.

Every multilingual learner should know that the setting has high expectations for him or her.

Multilingual pupils benefit from ongoing formative assessment of English language proficiency.



Five principles to guide EAL pedagogy

1



Multilingualism as an asset

Encouraging learners to use and develop their full linguistic repertoire is highly beneficial.

2



High expectations with appropriate support

Having high expectations of learners using EAL while offering them the language support that they need is beneficial to their learning.

3



Integrated focus on content and language

Focusing on language while teaching subject content is crucial to the progress and attainment of learners using EAL.

4



Effective and holistic pupil assessment

EAL assessment builds a broad picture of the learner, which enables teachers to plan appropriate and targeted support.

5



Social inclusion

Including learners using EAL and their family in all aspects of school life improves their wellbeing and motivation for learning and is beneficial for the school.

Learners' multilingualism is a valuable resource and, as an infant school, we recognise that many concepts and skills depend on and benefit from well-developed home language. We understand that literacy in home language supports the development of subject knowledge and the acquisition of academic English. Language is central to identity and all classes have EAL profiles which provide details of the home and first languages spoken by children and these are shared with all staff. This awareness enables staff to build on children's existing knowledge and skills and children with EAL are provided with opportunities to use their home or first language, where appropriate.

Like all learners, those using EAL benefit from high expectations which inspire, motivate and challenge them. Our flexible groupings and smaller group intensive teaching sessions ensure our curriculum is personalised to support and challenge every individual. We recognise that EAL learners have a dual task: simultaneously learning the English language and learning curriculum content through English. We draw upon banded classroom support strategies, to uphold our high expectations alongside the right level of language support and scaffolding, enabling EAL learners to access the curriculum and demonstrate their knowledge and skills.

We recognise that the cognitive and academic abilities of EAL learners are separate from their English language abilities. Language develops best when used in purposeful contexts across the curriculum. We provide a range of teaching and learning activities to fulfil curriculum intent and meet different learning styles. The language demands of learning tasks are identified and included in planning and we are aware that teachers and LSAs play a crucial role in modelling curriculum language. English language development is integrated and embedded into the curriculum, within well planned lessons which take place in organised, language-rich, supportive classrooms.

Children with EAL are not a homogenous group: their needs vary according to a range of factors. Effective assessment provides teachers with the information needed to adapt teaching for EAL learners. We use the Primary Descriptors from the Bell Foundation EAL Assessment Framework to assess Listening, Speaking, Reading/Viewing and Writing for all EAL learners, at identified assessment points in the academic year. The banded descriptors enable teachers to track progress and set relevant targets. This information is then matched to banded classroom support strategies, detailing universal, targeted and specialist provision that can be used to support learners' achievement and progress.

The multilingualism of our children and staff enriches our school and our community. Through collaboration we broaden everyone's experiences, enhancing our respect and kindness for others, and learning from one another. We foster an inclusive culture where all children are encouraged to participate in rich and varied curriculum experiences and extracurricular activities. In addition, we ensure that learners' families and the wider community are supported from the outset, via our admissions and induction process which strive to understand families' backgrounds, cultures and prior experiences. Accessible communication is supported via translations and interpreters as appropriate.

Responsibilities

- ✓ I can welcome new children to my school.
- ✓ I can help others share their ideas, thoughts and feelings.
- ✓ I can listen carefully and pay attention to what others might need.
- ✓ I can be a good friend and explain games and instructions clearly.
- ✓ I can tell an adult if I know someone needs help.
- ✓ I can explain the school rules.



What is a Talk Buddy?

A Talk Buddy is a special name for someone who is great at communicating and helps others to communicate too.

Communicating

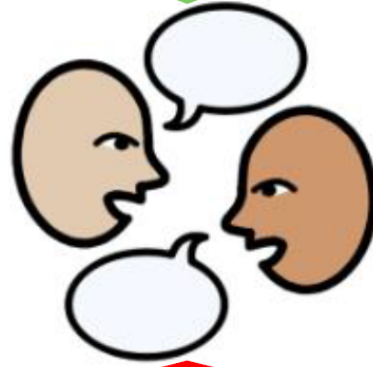
Communicating is sharing ideas, thoughts and feelings with others. We do this in lots of ways: speaking, listening, signing, using pictures, drawing, writing, facial expressions and gestures.

Languages

At Chestnut Lane School we speak lots of different languages. Talk Buddies are able to communicate clearly in English and may speak other languages too.



Chestnut Lane
School



Talk Buddies



How do Talk Buddies help?

Talk Buddies role-model our school values of respect, kindness, resilience, independence and responsibility.

1. Talk buddies help us understand each other.
2. Talk buddies help us build relationships.
3. Talk buddies help us learn.

What do Talk Buddies do?

Talk clearly and confidently.

Explain ideas, instructions and routines.

Listen carefully and pay attention.

Learn about others and help them find their voice.