ANGUS COUNCIL
People Directorate
EAL Pupil Support Guidelines

Contents

These guidelines are based on:

- Learning in 2+Languages (2005 Learning Teaching Scotland)
- Angus Council Equality Policy and Guidelines
- HMIe Inclusion and Equality Part 4: Evaluating Educational Provision for bilingual Learners (2006)
- SEALCC (Scottish EAL Coordinating Council) - Evidence of Good Practice in Supporting Bilingual Learners (2007)

Introduction

People who speak more than one language are described as bilingual. English as an additional language (EAL) refers to learners whose first language is not English. ESL *English as a second language* is inappropriate as the learner can be fluent in some other languages or dialects. ESOL *English for speakers of other languages* is used in provision after 16. EFL *English as foreigner language* refers to students studying English overseas. All these terms should not be used as alternative for EAL. However the term bilingual does not imply an equal proficiency in two or more languages.

We acknowledge that being bilingual is an advantage. Knowledge of concepts in L1 (native language) can be transferred to L2 (second language).

The acquisition of English as an additional language is best achieved through the normal activities of the classroom with support and differentiated tasks.

Supporting bilingual learners is the responsibility of all staff as part of an inclusive practice. The EAL Team can be contacted for support and advice.

Aims

The EAL team aims to encourage inclusive educational support for young people with EAL in primary and secondary schools through liaison with school staff. Every young person with EAL should be supported to reach their potential in a friendly, caring environment.

The aim is for young people with EAL to develop confidence, responsibility and independence in language through integration and inclusion in the mainstream.

We aim to foster good relationships within schools and encourage them to enable young people with EAL to play their part in the school community so that they may be effective contributors to society.

EAL in Action

The EAL team has set new criteria for intervention in Primary and Secondary schools in Angus, based on the national document Learning in 2 + Languages.

Following the 5 Stages of English Language Acquisition, the team will prioritise those at Stages 1 and 2. Dependent on caseload, the team may provide support and advice for those at Stage 3 onwards. The EAL team will negotiate and agree a programme of collaborative support with schools and this will be recorded using the 'EAL Support Agreement'. This will support the implementation of good practice in schools.

Role of the EAL Service

In supporting young people with EAL we aim to:

- assist schools in developing a planned approach to induction and inclusion support;

- advise schools on pupil placement, teaching strategies, transitions, curriculum differentiation, resources and assessment;

- provide support and advice to schools as they develop their capacity to manage and sustain continued improvement with a particular focus on the progress and achievement of bilingual learners;

- work with schools to ensure equality of opportunity for bilingual pupils to access the curriculum, with reference to HMIe Quality Indicators;

- advise schools about Alternative Assessment Arrangements and, where necessary, support schools in preparing pupils for specialist examinations which may be required for entrance to university.

The Role of the School

Parents and their children should be made welcome. An introductory meeting should be held to provide information; through an interpreter if required. The EAL teacher can assist with this.

A member of the school staff should be identified to manage induction and to support and monitor pupil progress. In nursery/primary school this will generally be the Head Teacher or a member of the management team with a remit for pupil support. In Secondary this is likely to be the PT Additional Support Needs or the PT Pupil Care and Support.

Schools should follow the advice for the enrolment of bilingual learners included in this pack. This will ensure that both the learners and school staff are supported appropriately. The member of staff with responsibility for EAL issues may not be the same one who oversees the enrolment of bilingual pupils.

The following information for parents would be welcomed:-

- School policy documents
- Pupil Timetables
- Parents' meetings
- School events
- Regular school activities

All staff should be aware of the role of the EAL Teacher, the days they will be available in the school, and the need for co-operation.

All school staff should recognise the prior achievement of all children and their families and their contribution to school life and ethos.

It should be ensured that an age appropriate placement is made in line with Authority procedures.

School staff should be aware of the availability of interpreters. Language Line is an instant telephone interpretation service, adopted by Angus council (for use in an emergency or for brief meetings telephone: 03452 777 778).

Anti-bullying policies should be followed and procedures for the reporting of racist incidents should be adhered to.

Ensure that all pupils admitted to school from another country become registered with a doctor.

Schools should use the appropriate HMIe Quality Indicators to ensure equality of opportunity for bilingual pupils to access the curriculum.

Referral to the EAL Service

The EAL Teacher will carry out an initial assessment. Following this, the EAL Teacher will liaise with school staff to discuss the level of support required and arrange to meet with the parents if necessary. Where additional targeted support is required, other than that provided by the EAL teacher, an IEP (Individualised Educational Programme) should be prepared.

The EAL input provided is subject to ongoing monitoring and regular review by relevant school and EAL staff.

EAL Enrolment Guidelines

The following procedures are recommended to schools at the time of enrolment of a bilingual learner. This information is designed to ensure effective communication between parents and schools.

- Refer the child to the EAL Team.
- Make arrangements for an interpreter to be present at the enrolment meeting, if necessary.
- Follow school admission procedures.
- Confirm the first language of the child and parents/carers.
- Request details of previous schooling and copies of any school reports, documents and/or certificates. This should include passports, inoculation records and details of hearing and eye tests.
- Request an estimated level of literacy in first language and in English.
- Gather information regarding dietary requirements and/or special health conditions.
- Register with local Doctor.
- Discuss preferred communication between school and parents/carers.
- Request information on any break in education and concerns.
- Request information on religious and cultural issues.
- Request information on any possible restrictions to school activities, e.g. festivities, celebrations, sports, visits, excursions, trips, etc.
- Request details of an emergency contact (English speaking such as friends, relatives, neighbours).
- Request information on the length of time in UK.
- Provide information on the school routine; when it starts and ends and lunch times.
- Provide information on attendance at classes and notification of absence.
- Provide information on lunch and snack arrangements.
- Provide information on collecting children.
- Provide information on school outings and the process of giving consent.
- Provide information on the ways in which parents are asked to support the school ethos.
- Provide information on 'English for Speakers of Other Languages (ESOL)'; these are free sessions available for adults within local CLD (Community Learning and Development).

EAL Induction Pack - Check list for the class teacher

1. Ensure friendly body language

2. Provide a place of safety in the room (observation point)

3. Arrange for "buddies" to support the child socially and in class

4. Appoint good role models in the table group

5. Explain the "school routine", e.g bell, toilet, school layout, timetable and who should collect the child and where

6. Explain the health and safety procedures, e.g. fire evacuation

7. Explain social norms and boundaries of school

8. Don't worry if pupils are silent

9. Welcome "acceptance and interest of pupil's culture"

Good Practice in Supporting Pupils with EAL

- Pupils with EAL should be placed according to their chronological age where possible.

- Pupils with EAL should be placed with more able groups, so that they get the best role models and can be helped to reach their potential more quickly.

- Pupils with EAL should have access to all classroom activities. Some will need to be supported or differentiated.

- Try to encourage a language activity or game with a group on a regular basis; to allow learners to acquire new vocabulary.

- Do not worry if the pupils are silent. This is normal and will improve as they settle in socially and gain confidence.

- Use pictures, photos, artefacts, drawings, gestures, maps and graphics to aid understanding.

- Use other pupils to act as a Buddy to help the child and look after them at breaks; to show them the ropes, etc.

- Allow the pupil to copy from others.

- For younger pupils, or those not literate in their first language, a pictorial dictionary is very helpful.

- Please encourage the use of a bilingual dictionary and give glossaries of new topics in advance, so that pupils can look up meanings and search in their native language beforehand.

- Please be prepared to repeat instructions.

- Include the pupils with EAL in paired reading schemes.

- Access "Learning in 2+Languages" at:
  http://www.ltscotland.org.uk/Images/LearningInTwoPlusLanguages_tcm4-306089.pdf

Supporting Pupils with EAL in their home language

All practitioners should value linguistic diversity and provide opportunities for children to develop and use their home language in play and learning.

The home languages of children should be acknowledged and valued; attempting to learn a few words or phrases would be beneficial and parents would usually be very happy to assist in this.

Supporting the home language is part of respecting each child's cultural background; this is central to helping pupils settle in.

Children should have the opportunity to express themselves and access dual language materials. Otherwise three or four years of language development can be easily disregarded.

Research has shown that learning another language can greatly enhance thinking skills.

Maintaining and developing L1 (first language) skills will not hinder the acquisition of English. Skills learned in one language are transferable to another.

Parents should be reassured that maintaining and developing the home language will support learning English.

Pupils learning EAL are not a homogeneous group. They come from diverse linguistic, cultural and educational backgrounds. These variations are significant when interpreting the overall achievement of EAL learners.

Working with Other Agencies

A whole school approach would include liaison between the EAL teacher and:

- Educational Psychologists
- Speech Therapists
- Children's Services
- Family Support Teams
- Visiting Specialists
  - Hearing Impairment
  - Visual Impairment
  - Behaviour Support
- Principal Teachers ASN (Additional Support Needs)
- Community Learning & Development Service - provision and support for families - ESOL (English for speakers of other languages) Tuition
- Further Education

The EAL Team can be contacted at:

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ENGLISH AS AN ADDITIONAL LANGUAGE

Resources / Suggested Websites

Below is a list of suggested websites which may be useful in teaching EAL learners. The EAL team does not take responsibility for the content of these websites.

https://blogs.glowscotland.org.uk/an/EALe-LearningBlog/about/
This blog aims to encourage inclusive education support for learners with English as an Additional Language.

http://www.britishcouncil.org/kids.htm
Games, flash cards, stories and activities for EAL pupils.

http://www.manythings.org/
This website provides interesting activities for learners of English as a Second Language; word games, puzzles, quizzes, exercises, slang, proverbs and much more.

http://www.literactive.com/Home/index.asp
This program is the leading provider of reading material for pre-school, kindergarten and grade1. It is comprised of carefully levelled guided readers, comprehensive phonic activities and a wealth of supplemental reading material which gradually develop a child's reading skills in a sequential and enjoyable manner.

http://www.enchantedlearning.com/Home.html
Curriculum Material Online - Over 25,000 Web Pages

http://www.blacksheeppress.co.uk/
Black Sheep Press produce worksheets and assessments that assist the development of children's speech and language. Our aim is to save you preparation time by providing low cost but effective materials that are convenient and fun for children to use.

http://bogglesworldesl.com/
Worksheets and Flashcards for the ESL and TEFL Teachers.

http://www.macmillanenglish.com/resources/#Young Learners
Macmillan's great range of courses for Young Learners of English, from cross-curricular projects to testing materials to help you out in your classrooms.

http://www.learninglive.co.uk/index_archive.asp
The purpose of this site is to support teaching and learning, ensure access to key documents and to share good practice.

http://www.primaryresources.co.uk/
Free lesson plans, activity ideas and resources for primary teachers.

http://www.sparklebox.co.uk/

http://www.mes-english.com/
Free resources for young learners. Flashcards, worksheets, handouts to match, phonics cards, ESL games, an international project exchange library, printable certificates, printable stickers and activities all ready for printing.

http://www.esl4kids.net/
A collection of educational games, songs, fingerplays, action rhymes, craft ideas, printable materials, tongue twisters, and more.

http://www.sitesforteachers.com/index.html
Lesson Plans, Worksheets, Activities, Clip Art, and more! Don't forget to visit all six LearningA-Z.com websites for free samples.

http://www.bfinclusion.org.uk/
This guidance is aimed at teachers, EAL co-coordinators, subject leaders and teaching assistants. The aim is to share knowledge and practice in this specialist field such that the learning needs of a range of pupils can be addressed.

http://a4esl.org/
Quizzes, tests, exercises and puzzles to help you learn English as a Second Language (ESL).This project of *The Internet TESL Journal (iteslj.org)* has thousands of contributions by many teachers.

Maps
http://maps.google.co.uk/

Translations and Dictionaries Websites
http://www.google.com.au/language_tools
http://www.poltran.com/

ESOL
http://www.glasgow.gov.uk/CHttpHandler.ashx?id=12204&p=0
English for Speakers of Other Languages – Policy for Glasgow Schools
Every Child is Included

http://www.sqa.org.uk/sqa/5398.html
The qualifications are for candidates whose first language is not English and they assess the four skills of Speaking, Writing, Listening and Reading.

Stages of English language acquisition – general descriptions (20)

Pupils make broad progress in acquiring English as an additional language in different ways and at different rates. Broad stages in this development are identified below as descriptions to be applied on a 'best fit' basis. Progression from stage one to stage five can take up to 10 years and individuals are likely to show characteristics of more than one 'stage' at one time. A judgement is usually needed over which stage best describes an individual's language development, taking into account age, ability and length of time learning English.

	New to English	Becoming familiar with English	Becoming confident as a user of English	A competent user of English in most social and learning contexts	A fluent user of English
Communication	• Silent period – may participate in activities but not speak. • Relies on gesture to indicate meaning. • Beginning to learn 'survival' language. • Uses home language to communicate – spoken and written.	• Understands more English than he/she can use. • More interested in communication than correctness. • Increasing vocabulary. • Moving between two languages.	• Shows growing confidence in using English in most social situations. • May choose to use home language but less reliant on this for understanding.	• Competent in use of spoken English in many different contexts.	• Fluent communicator in English.
Accessing the Curriculum	• Literacy in home language appropriate to age/stage and background. • May be able to decode English written texts but without comprehension. • Watches and copies other pupils.	• Oral skills exceed literacy skills. • In the early stages of developing literacy in English. • Learns best with concrete, contextualised tasks.	• Obvious gap between social language levels and ability to access and use academic language. • Beginning to cope with more abstract learning. • May under-perform in formal tests, exams and written assessments.	• Able to express and develop ideas orally but not always transferred so fluently into writing. • Able to access information in complex texts.	• Able to access all aspects of the curriculum.
Technical aspects of language	• Beginning to put words into phrases.	• Phrases becoming more grammatically correct. • Increasing awareness of tenses but still limited. • Starting to self-correct. • Requires structures to support writing.	• Widening vocabulary but still gaps, often, but not necessarily, subject specific. • Able to use a variety of tenses and more complex grammar. • Can write independently but requires support for extended writing or more complex structures.	• Still developing understanding of genre, nuances of style, register, voice and purpose, linking and structuring ideas. • Written work still shows grammatical errors such as prepositions, articles, verb endings and agreements.	• Confident using higher order language skills.
Support requirements	• Pupil will require considerable support in order to access the curriculum.	• Pupil will still need a significant amount of support in order to access the curriculum.	• Can operate independently but requires support to access the curriculum fully.	• Works well independently but requires support with developing higher order language skills.	• No additional support required.

20 Based on the work of Barrs, M, Ellis, S, Hester, H and Thomas, A, *Patterns of Learning*, London: Centre for Language in Primary Education,1989,and Cameron, L, *Writing in English as an Additional Language at Key Stage 4 and post-16*, London: OFSTED, 2003 (for summary, see www.naldic.org.uk/docs/NN295.doc). In Scotland, these descriptions should be used in conjunction with the 5-14 attainment targets for Listening and Talking.

EAL Calendar of Activities

What do we do?	Frequency	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Assessment of pupils' need	annually	✓	✓									
SEEMIS data	twice annually		✓					✓				
Learning visit (observation)	on going	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Monitor transition Pre-school to P1 and P7 to S1	annually		✓									
EAL meetings	fortnightly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ASN network meetings	termly	✓	✓		✓			✓			✓	
Guidance, advice and monitor staff support	ongoing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sampling pupils' view in Primary	annually					✓						
Sampling pupils' view in Secondary	annually											✓
Sampling parents' view	annually						✓					
STAN Primary workshop	annually		✓									
Attendance	ongoing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SEALCC full council meetings	twice annually				✓						✓	
SEALCC executive committee meetings	quarterly		✓			✓		✓				✓
Planning, monitoring and reporting progress and achievement	on going	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

EAL TEACHER SUPPORT AGREEMENT FORM

Angus Council

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Tel: (01307) 473965

Pupil Name:	**School:**
Year: **Home Language:**	**Head Teacher:**
EAL Level:	**Class Teacher:**
Listening: Writing: Speaking:	**Other staff with responsibility:**
Reading: Grammar:	**EAL Teacher:**
Date of action plan - from: **to:**	**Date of Review:**

	Targets	**Targets Achieved** ✔	**Teaching Strategies**	**Resources / Discussion with Class Teacher**
Listening				
Speaking				
Reading				
Writing				
Grammar				
Social/Behavioural				

Next Steps:

Pupil Comment:

EAL Teacher Signature: _____ **Date**: _____