



Education & Cultural Services

Policy: English as an Additional Language

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Service: Specialist Services

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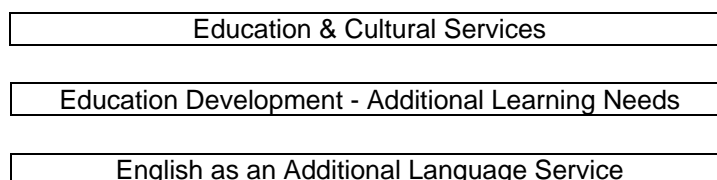
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1. Foreword

West Lothian Council is committed to striving for excellence in the provision of all its services within the whole field of Education. In particular the aim of the Council is to ensure that all young people, whatever their level of need, have an equal opportunity to achieve recognised standards, to have the highest expectations set for them and to have these achievements valued in the environment which suits them best.

2. Introduction

The English as an Additional Language (EAL) Service for Bilingual Learners is a peripatetic teaching and consultation service administered by Education & Cultural Services and available to all West Lothian Schools.



The Administrative and Resource Base is at :

West Lothian EAL Service
Deans Community High School
Eastwood Park
Knightsridge West
Livingston
EH54 8PS

Tel : 01506 497090
Fax : 01506 497025

3. Background

Throughout West Lothian there are a number of school pupils for whom English is not the first or home language. Within the settled ethnic minority communities, Punjabi, Urdu and Cantonese are the most common languages spoken. An additional ten or so languages are spoken, including several European, African and other Asian languages. Many pupils are located in small groups throughout West Lothian.

These pupils are described as **'bilingual'**, i.e., *pupils who function in more than one language in their daily lives.*

The term **'bilingual'** emphasises that it is acknowledged that they already have one language, and that English is a second or additional language. The term does not imply an equal or specified level of proficiency in two or more languages.

Bilingual pupils may arrive at any stage, nursery, primary or secondary, throughout the school year. Some are immediately able to cope successfully, both socially and academically. Others, however, may be :

- beginners in English
- pupils whose English has not yet fully developed
- pupils who speak English fluently but who may not be achieving their full academic potential

Many schools require additional support to enable their bilingual pupils to cope with the English language demands of the school environment, and to ensure equality of opportunity and access to the mainstream curriculum.

The English as an Additional Language Service is a peripatetic service which offers consultation, teaching and learning strategies for the support of bilingual pupils and their teachers in nursery, primary and secondary schools.

4. Aims of the English as an Additional Language Service

To work in partnership with schools:

- to provide and advise on English language support for learning across the curriculum for bilingual pupils
- to enable access to the mainstream curriculum for bilingual pupils to achieve their full academic potential
- to support and advise staff within a school who work with bilingual pupils
- to work with schools to promote the welfare of bilingual pupils within the school and the community
- to promote effective home / school communication
- to raise awareness of the positive value of home language, its maintenance and development and cultural heritage
- to maintain a continuing commitment to extending knowledge and skills for the professional development of English as an Additional Language staff
- to contribute to staff development for mainstream staff regarding bilingual language development in pupils.

5. Statement of Policy

Bilingual pupils require the same intellectual challenges as their peers, and will progress furthest if presented with these. In general, they do not require work which is different from that of the rest of the class. They may, however, require linguistically modified tasks within the same area. The mainstream classroom is the best context for English language acquisition.

Bilingual pupils should be placed in their age appropriate class.

The most supportive educational ethos for these pupils is one where cultural and linguistic diversity are acknowledged as valuable resources in the classroom, where the bilingualism of individual pupils is seen as a positive asset, and where there is a commitment to good home / school communication. The English as an Additional Language Service promotes the implementation of multicultural and anti-racist guidelines, as outlined in GTC for Scotland Multi-Cultural/Anti-Racist Education. In addition, it promotes good practice in supporting children who are accessing the curriculum through English as an additional language (EAL) - as outlined in the recent document 'Learning in 2 (+) Languages' : Learning and Teaching Scotland 2005.

Many pupils are multilingual, and experience improved intellectual and cognitive benefits from their linguistic versatility, (see *Learning in 2 (+) Languages : LTS, 2005*). The development of the home language is essential in the early years, and fluency in the home language is likely to enhance the acquisition of an additional language. It is, therefore, important for the parents of young bilingual pupils to appreciate their vital role in maintaining and developing their children's communicative competence in the home language, thus providing a sound basis for the acquisition and development of English as an Additional Language.

Effective support involves close liaison between English as an Additional Language staff, senior management, class, subject and guidance teachers in schools. It may also involve working with other agencies, including:

- Careers Service
- Educational Psychologists
- Educational Welfare Services
- Interpreting and Translating Service
- Policy and Equality, Corporate Services, West Lothian Council
- Library Service
- Medical Services
- Refugee Council
- Speech and Language Therapists
- Visiting Teachers for the Hearing / Visually Impaired

As in the population as a whole, some bilingual pupils require additional support due to hearing or visual impairment, social, emotional and behavioural difficulties, learning difficulties or other special needs. In such situations, the most effective liaison takes place when English as an Additional Language staff are part of whole school support strategies with either a teaching or a consultancy role.

The English as an Additional Language Service welcomes contact from schools, parents and other agencies on all matters concerning bilingual pupils. These could relate to :

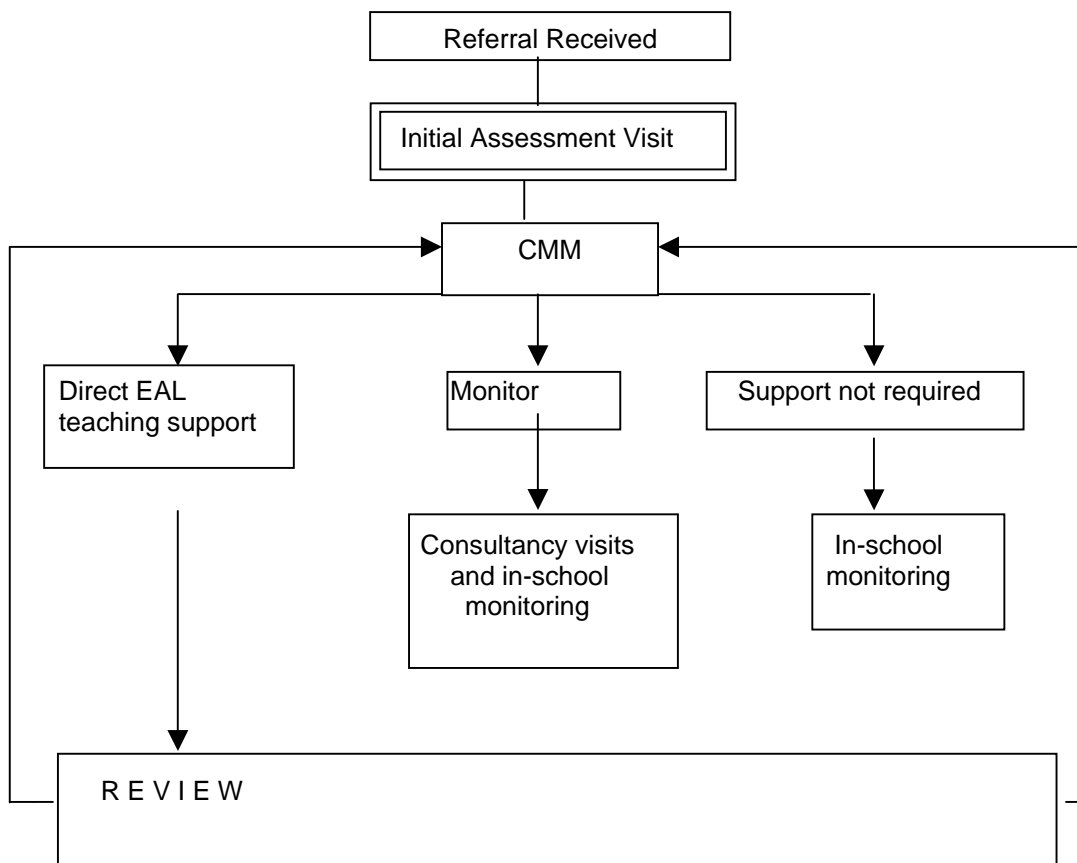
- Enrolment / placement / assessment
- Communication with parents
- Appropriate / additional resources
- Staff development
- SQA procedures
- Home language assessment
- 5-14 National Testing
- Additional examination possibilities in English and other languages

6. Policy Implementation and Procedures

Contacting the English as an Additional Language Service:

Where there is an English as an Additional Language (EAL) Specialist supporting the school, newly enrolled bilingual pupils should be referred to the EAL Specialist who can assist with initial assessment and placement. The EAL Specialist will refer back to the Principal Teacher, EAL Service, to discuss any staffing implications.

Where there is no EAL Specialist working in the school, complete the Inclusion Services Referral Form and send it to the EAL Base (see Appendices).



Monitor Register

Pupils on 'Monitor' will be visited at least once a session to monitor their progress and to assess and review their linguistic needs. This visit will involve pupil observation in class, consultation with the Class Teacher, Head Teacher, parents and other agencies as required.

7. Assessing Priority

The EAL Service takes factors such as the following into consideration when assessing pupil needs and prioritising teaching and support programmes:

- pupil's English language proficiency
- age and school stage
- previous educational experience
- areas of under-achievement
- length of stay (short-stay pupils are those who are here for up to one year)
- Additional Learning Needs
- exceptional circumstances (e.g., refugees)
- previous experience of school in supporting bilingual pupils
- school ethos and classroom methodology
- Gender, race, culture, religion and belief

As circumstances change within West Lothian, support will be reviewed accordingly.

8. The Role of the English as an Additional Language Specialist in school

The role of the English as an Additional Language (EAL) Specialist includes :

Teaching

Across the curriculum, the optimum conditions for learning English as an additional language are provided by the mainstream classroom in which class or subject teacher and EAL Specialist work together. In some circumstances, it may be appropriate to teach bilingual pupils in a tutorial situation, provided suitable liaison takes place.

Consultation

The EAL Service advises schools on matters concerning bilingual pupils. These include :

- placement and enrolment procedures
- initial and ongoing assessment
- linguistic and cultural matters
- planning and evaluation of curriculum content
- development of teaching strategies

Liaison

Liaising with:

- other educational agencies, for example, Psychological Services, Hearing Impairment Service, Speech and Language therapists
- parents
- class and subject teachers
- Head Teachers and Senior Management

Staff Development in Mainstream Schools

The EAL Service is involved in staff development programmes in mainstream schools during Staff Development Time and on In-Service days. The aim is to develop :

- awareness of National and Local Curriculum Guidelines related to bilingualism
- awareness of the needs of bilingual pupils
- strategies for mainstream teachers to aid the learning of bilingual pupils in class

Staff development for schools takes place as an extension of regular consultation and as a means of contacting a wider range of teachers.

9. The Role of the Primary School

The most effective learning situation for bilingual pupils is within the mainstream curriculum.

To enable the visiting English as an Additional Language (EAL) Specialist to work most effectively, the assistance and co-operation of the school is required as follows :

Liaison time : effective teaching requires discussion and planning time with the appropriate members of staff. Involvement in teachers' forward planning and evaluation is recommended.

All staff should be made aware of the visiting EAL Specialist, their role in school, the days they are in school and the need for flexibility.

Access to general school information is needed including :
school policy documents
school handbook

Professional Development
timetables of Specialist teachers
Parents' meetings
school outings / events
regular school activities

Access to :

photocopier
teachers' books
text books
resources
work area if necessary

The EAL Specialist needs to be informed of the enrolment of a new bilingual pupil, and to be involved in the induction and assessment of the pupil.

The EAL Specialist has a consultancy role and welcomes involvement in the planning, implementation and evaluation of policies and curricular developments with particular reference to bilingual pupils.

10. The Role of the Secondary School

The most effective learning situation for bilingual pupils is within the mainstream curriculum.

Secondary schools are large, complex organisations. To enable the English as an Additional Language (EAL) Specialist to communicate effectively with staff and pupils, the assistance and co-operation of the school is required as follows:

A 'link' teacher from senior management should be identified to liaise with the EAL Specialist.

All staff should be made aware of visiting EAL Specialists, their role in school, the days they are in school and the need for co-operation.

A pigeon-hole should be provided in an appropriate place, to aid communication and as a means of receiving all school information.

Meetings between Subject Teachers and EAL Specialists should be timetabled to allow for effective liaison and planning.

The EAL Specialist needs to be involved in the enrolment of all new bilingual pupils, in their induction and in their initial placement and assessment of needs.

The school should ensure the EAL Specialist has access to :

staff handbook
timetables (staff and pupil)
school / department policy documents
teaching materials
resources, e.g., photocopier, telephone and library.

From time to time it may be necessary to hold case conferences or to meet a group of teachers. School management should facilitate such meetings.

The EAL Specialist has a consultancy role and welcomes involvement in the planning, implementation and evaluation of policies and in curricular developments with particular reference to bilingual pupils.

11. Assessment, Recording and Reporting

General Assessment

Assessment 5-14 : The procedures outlined in Assessment 5-14 present examples of good practice for bilingual pupils, where assessment is seen as part of effective learning and teaching.

It is recommended that whatever the form of assessment, whether formal or informal, a multi-agency approach be considered. Where there is a learning need, the appropriate agencies should be involved. If real equality of opportunity is to be offered to bilingual pupils, great care must be taken to ensure that any assessment is sensitive to the individual's particular circumstances. This may involve assessment in the pupil's first language as well as an assessment in English.

Complexity of assessing bilingual pupils

Accurate assessment of the strengths and needs in such pupils' learning is more difficult than in the case of monolingual pupils. It is essential that the assessor should be aware of and sympathetic to the principles underlying multicultural and anti-racist education.

Research has demonstrated that a wide variety of assessment procedures commonly used in schools are liable to operate to the disadvantage of bilingual pupils.

There is no ready-made kit which will answer the different needs of assessors. A wide variety of materials, many of them from the pupil's immediate environment, can be used.

It is recommended that the guidelines presented in Learning in 2 (+) Languages : Learning and Teaching Scotland,2005, should be consulted.

Assessment, Recording and Reporting : Pupils

Direct Teaching Support

The EAL Specialist, in consultation with class teachers, keeps a record of support targets planned for each bilingual pupil's learning programme. This takes into account the pupil's strengths and linguistic needs required to access the mainstream curriculum. After every teaching block this is reviewed, evaluated and future needs (Next Steps) highlighted. Class teachers and/or Head Teachers are kept fully informed of the pupil's progress and support allocation.

At the end of a given teaching block, the EAL Specialist completes a 'Review of Pupil Progress' report which is given to the Principal Teacher, EAL Service. The pupil's progress is discussed at the Team Meeting and the Principal Teacher will then make a decision as to the level of support required and inform the Head Teacher of the school and the Support for Learning Manager. Parents are given a copy of the report.

Monitor/Consultancy Visits

The EAL Service monitors the progress of pupils who do not receive direct teaching support. Monitor pupils and their teachers will be seen at least once a session to assess their needs, offer advice and make recommendations. After every consultancy visit, a 'Monitor Report' is written and the observations and recommendations made discussed at the Team Meeting. The Principal Teacher, EAL Service will then make a decision as to the level of support required and inform the Head Teacher of the appropriate school.

Copies of all support programmes and reports are given to schools.

Quality Assurance

The EAL Service operates within the West Lothian Quality Assurance Guidelines detailed in the publications *Procedures for School Reviews and Development Planning* using *How Good is Our School?* and *Taking a Closer Look at Specialist Services (SOEID)*. This includes:

- Self-Evaluation
- Improvement Planning
- Staff Review and Development
- Service Review

Staff Development

For EAL Staff : EAL staff participate in a range of local staff development opportunities. In addition, national seminars and courses are attended to build on specialist knowledge and skills. Where possible, there is representation on National or Regional Interest Groups depending on the needs of the service, and close liaison is undertaken with neighbouring authorities.

For School Staff : EAL staff deliver and contribute to staff development opportunities through the Staff Development Guide. In addition, individual schools can request EAL input to their own school based programmes. The EAL Service offers staff development to particular groups where a need has been identified.

APPENDIX

Guidelines for Primary Schools

Enrolment Procedure for Bilingual¹ Pupils

When enrolling bilingual pupils² and completing the school enrolment form, it is useful to take time to exchange information such as that below, so that informed decisions can be made and good home/school links established.

1. Initial Contact with Head Teacher or Depute Head Teacher -

- Arrange, if possible, a meeting to gather useful pupil information from parent, pupil, Head Teacher/Depute Head Teacher, EAL Specialist (where there is no Specialist in school, contact the EAL Service) interpreter if required.

| | |
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| Interpretation and Translation Service | 0131 242 8181 |
| West Lothian EAL Service | 01506 497090 |

- Request reports, workbooks or certificates from previous schools.

2. Meeting

- Information - if necessary, interpreter to highlight information such as
 - Starting/finishing time
 - Arrangements to collect children
 - Letter needed if pupil absent
 - Permission for outings
 - Gym/swimming kit
 - Payment of lunch/milk money
 - Lunch/snack arrangements
 - Emergency contact (English speaking)
- Information about:
 - Length of stay
 - Previous school experience
 - Languages used
 - Impression - general performance
 - Impression - expectations
 - Cultural specifications, i.e. diet, religion
- Arrange start date
- If appropriate, ask whether the parents would like to offer any help or skills to the school.

¹ The term 'bilingual' is generally used in the UK to describe children who function in more than one language in their daily lives. It emphasises that we acknowledge they already have one language and that English is a second or additional language. The term does not imply an equal or specified level of proficiency in two or more languages.

² It is West Lothian Council policy to place pupils in their age appropriate class.

3. Inform Teachers

- Background Information
- Suggested strategies

4. Pupil Starts

5. Support for Teachers

6. Monitoring and Review

Internal and EAL
Service

Language development
Subject development
Social development

Guidelines for Secondary Schools

Enrolment Procedure for Bilingual¹ Pupils

When enrolling bilingual pupils² and completing the school enrolment form, it is useful to take time to exchange information such as that below, so that informed decisions can be made and good home/school links established.

1. Initial Contact with Head Teacher or Depute Head

- Establish age
- Arrange meeting to gather useful pupil information from parent, pupil, Head Teacher/Depute Head Teacher, EAL Specialist (where there is no Specialist in school, contact the EAL Service), interpreter if required.

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|--|---------------|
| Interpretation and Translation Service | 0131 242 8181 |
| West Lothian EAL Service | 01506 497090 |

- Request reports, workbooks or certificates from previous schools.

2. Meeting

- Information
- If necessary, ask interpreter to highlight information such as
 - Starting/finishing times
 - Subjects offered
 - Letter needed if pupil absent
 - Permission for outings
 - Gym/swimming kit
 - 5-14/SG/Highers/Higher Still
 - Lunch snack arrangements
 - Emergency contact (English speaking)
 - Timetable Procedure
 - Dress Code
- Information about:
 - Length of stay
 - Previous school experience
 - Languages used
 - Impression - general performance
 - Impression - expectations
 - Cultural specifications, i.e. diet, religion
- Arrange start date
- If appropriate, ask whether the parents would like to offer any help or skills to the school.

¹ The term 'bilingual' is generally used in the UK to describe children who function in more than one language in their daily lives. It emphasises that we acknowledge they already have one language and that English is a second or additional language. The term does not imply an equal or specified level of proficiency in two or more languages.

² It is West Lothian Council policy to place pupils in their age appropriate class.

3. Compile Timetable

- Consider:
 - pupil's needs/interests
 - pupil's abilities - linguistic/other
 - previous subjects studied
 - available subjects
 - methodology

4. Inform Teachers

- Background information
- Suggested Strategies

5. Pupil Starts

6. Support for Teachers

7. Monitoring and Review

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|-----------------------------|
| Internal and EAL Service |
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| |
|---|
| Language development Subject development Social development |
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Useful pupil information

- Spelling and pronunciation of name
- Name used by pupil
- Length of stay in UK
(less than 12 months / more than 12 months / permanent)
- Languages spoken
- Level of literacy in home language
- Father's name for communications from school
- Mother's name for communications from school
- If interpreter is needed for parental consultations - which language
- If parents need letters and reports translated - which language
- Any religious or dietary requirements
- Previous schooling:
 - Length
 - Place
 - Any breaks
 - Any concerns
 - Level of achievement
 - Experience of English