



St Francis' EAL Policy DRAFT April 2021

Introduction

In St Francis' Primary School and Nursery Class, the current equity profile of the school suggests 49% of our learners are from an EAL background. This amounts to almost one half of the pupil population.

There are up to 49 languages spoken in the school with the main five being: Polish, Arabic, Urdu, French, Mandarin.

Most newly arrived pupils have previous educational experience and can transfer literacy skills which tend to be taught from around age 5, however some pupils may have interrupted learning and be new to formal learning, literacy, as well as English.

Other Additional Support Needs differ greatly and language acquisition can often mask other needs. Dyslexia, for example, is under-identified nationally, with only 6% of learners with EAL in comparison with 10% of their native English-speaking peers. Assessing language progress is therefore an essential part of provision to monitor progress and differentiate appropriately.

Children and Young People's experience of transition to a new country, home, language and school varies and this policy recognises the impact on Wellbeing such changes incur and the additional support required to facilitate their welcome to Scotland.

Rationale

This policy and guidance has been prepared in response to the growing number of children and families in our school community who may have barriers to accessing English for either good communication purposes and or accessing the curriculum. As a school, we believe in inclusion for all and the need for universal supports to be in place to reduce barriers for EAL learners and their families.

The policy aims to provide a plan of action for our staff and partners with respect to their requirement to provide an appropriate education for all pupils for whom English is an Additional Language. It aims to support us as an establishment to meet obligations regarding the planning and delivery of inclusive, effective teaching and learning and also for assessment and review procedures which comply with the Getting It Right For Every Child Policy.

The policy promotes appropriate use of all resources and strategies to ensure wide ranging and co-operative practices and to raise levels of attainment for all bilingual pupils.

What do we mean by bilingual learners?

'Bilingual learners' are pupils who function in more than one language in their daily lives. The term bilingual emphasises that learners already have one language and that English is a second or additional language. The term does not imply an equal or specified level of fluency in two or more languages'. (Learning in 2+ Languages, LTS 2005)

Bilingual learners differ from each other in many ways including:

- The language(s) they speak at home
- The number of languages they speak
- The cognitive benefits of being bilingual
- Their cultural, religious, social and economic backgrounds
- Their previous educational experience
- Their level of proficiency in English and their first language
- Their individual personalities, learning styles and other individual differences
- Other additional support needs they might have including, for example, potential for high achievement, general or specific learning difficulties, sensory impairment
- The level of support they have from their home and community
- Their breadth of exposure to English language and Scottish culture

Some bilingual children and young people will require additional support if they are to maximise their progress in school and achieve to their fullest potential. This policy recognises that bilingualism is a strength which can also be drawn upon.

Working in Partnership

The support needs of bilingual learners/ pupils with EAL are part of the continuum of additional support needs, and will be met within the overall policy, procedures and resources for additional support needs. The support provided will be proportionate to individual need and may vary from **differentiation** as part of a teaching group to specialised support plans or targeted support in a small group.

As a school, we have a current, strong focus on capacity building to ensure all staff are equipped with and can access the specialist knowledge and interventions needed to meet the needs of children and young people with EAL.

For almost all Bilingual pupils with EAL needs, inclusion and immersion in education will be the most effective way to develop English language competence, cultural awareness and understanding both by them and their peers. Staff should be aware that pupils and their parents /carers may require additional support over an extended period to facilitate access to and understanding of services. Those staff who work most closely with pupils i.e. class teachers and other staff, will require awareness raising of the needs of pupils with EAL and access to strategies that can support them and their pupils.

For pupils who are new to English, an initial **induction period** may be necessary to develop essential language skills. These are delivered in regular, short group sessions out with the classroom, at the class teacher's discretion. This will be delivered by the EAL teacher or a member of the Senior Leadership Team (Principal Teacher).

The EAL Service

Glasgow City Council has an EAL Service which facilitates training opportunities for staff and allocated EAL staff to support in schools. In ST Francis' Primary and Nursery Class, our current allocation from the service is 1 FTE teacher. This is reviewed annually.

EAL support is offered via the following process:

- Assessment (Language acquisition levels and First Language Assessment)
- Consultation (Meeting with relevant partners and Linguistic Services for translation if appropriate)
- Direct teaching in classes and in targeted intervention groups for new to English learners
- Profession Learning for Staff

Continued Professional Development

Supporting children's learning is everyone's job and all staff should assume that at some point they will be expected to work with a child or young person whose first language is not English. The EAL Service in Glasgow provides support for practitioners and guidance for how to access resources:

<http://www.goglasgow.org.uk/pages/show/812>

SEEMIS

SEEMIS data provides numbers, language(s) spoken and English language levels of pupils with EAL both to the authority and to the government in their **scotXed** report. It is important that this data is maintained on a regular basis, to support the Council in its strategic developments and planning

Interpreters (oral) and Translation (written) Services

Glasgow City Council Linguistic Services can be accessed by individual schools. The service connects establishments with face to face interpreters (where possible) and telephone/video calls if appropriate. The service works with Global Languages in Glasgow to access interpreters for less widely spoken languages. The service requires a notice period of 5 working days to arrange translation meetings however if the situation is an emergency, this can be arranged within 24 hours if possible.

As a school, we encourage the use of Microsoft Translator for families to use in translating school documents. We send out communication electronically in order that this can be done on mobile phones. All communication is uploaded to the school website:

<https://blogs.glowscotland.org.uk/gc/stfrancisprimaryandnurseryclass/>

Enrolment and Assessment

Enrolment is an important first step in identifying and gathering information about any child but is particularly important for new bilingual pupils and their families.

Enrolment may take place at the time the parent first makes contact with the school/pre-school centre. However, where circumstances may be problematic, (eg the need for an interpreter to be present) it may be more appropriate to set a later date for enrolment to allow the school/pre-school centre to make the necessary arrangements.

At initial contact, or as soon as practicable thereafter, the school/pre-school centre should ascertain the child's eligibility for enrolment by checking, with due sensitivity, the following documentation as appropriate:

- birth certificate
- passport
- evidence of relationship between child and adult enrolling her/ him (example parent's name on birth certificate or child's passport)
- proof of residency (example: property rental agreement, utility bill)

(Please note that checking does not require photocopies be kept.)

The school will also ascertain the home language(s) of the family and whether an interpreter is required.

The discussion at enrolment is an opportunity to welcome new families, alleviate any potential anxieties and provides accurate information for them on the school. The discussion will also provide an opportunity to gather accurate information from the family. Typically for pupils with EAL this includes:

- The correct spelling and pronunciation of the learner's name.
- The language(s) spoken at home
- The learner's experience of reading and writing (including pre-literacy experience) in their first language
- Previous education, subjects studied, likes and dislikes and any previous experience of English
- Family expectations (social, academic)
- Any dietary, health, religious or cultural requirements
- Lines of communication with home, whether communication should be verbal or written (or both), and the need for an interpreter
- Whether the learner has any other additional support needs and any steps taken to identify these
- A suitable timetable for pupils entering secondary, in particular the senior phase, where initial language levels may not yet mirror potential for qualifications. Some pupils, therefore, may do N5 in S5 and go onto Highers in S5

Assessment is carried out by a member of the Senior Leadership Team, or a trained staff member in the school (EAL Teacher is possible).

At the time of enrolment, the following should be recorded on SEEMiS:

- the main language(s)
- level of English language acquisition eg New to English. This is assessed by the EAL team or a trained member of school staff

- ASN needs, eg EAL and ASN level (typically 1 for differentiation in class and 2 for support). If pupils are fluent and families do not require additional arrangements, they would not be recorded as having an ASN level

Post-enrolment and induction period

This comprises the first few weeks following enrolment and during this time the school centre should **make sure that parents/carers:**

- Are introduced to the class or pastoral care teacher and other school personnel such as support staff, as appropriate
- Understand they have an important part to play in developing the learner's first language
- Are made fully aware of the Authority's procedures for managing attendance within schools and lines of communication for achieving this
- Are aware of school term dates
- Are familiar with the Authority's arrangements for interpreting where applicable
- Know about any relevant language classes including [English for Speakers of Other Language](#), and Community Languages
- Are encouraged and enabled to take full part in the school community
- Understand school rules concerning uniform, punctuality and absences
- Are aware of their rights regarding free school meals and clothing grants
- Know about the school and authority procedures for managing racism and other forms of bullying
- Are provided with copies of the school handbook and information about EAL support. These documents can be translated for them if required and/or an interpreter should take them through it
- Who are New to English have the necessary induction period and are also included in mainstream classes and activities
- Experience the regular classroom routine so that they can adapt quickly and become familiar with it
- Are grouped with pupils who provide good models of English
- Are involved in games to help the child to develop vocabulary and build friendships
- Experience collaborative working so that the pupil can benefit from hearing other children discussing the task
- Have access to some 'time out' in the school day as they will become very tired having to deal with all the new demands. For example, time could be spent on the computer, listening to a tape or reading books in their first language, listening to music and playing games

Meeting the needs of EAL learners

Pupils with other additional support needs may require specific assessment and interventions. The school has procedures and systems in place and good communication between staff is vital. All class teachers track the progress of the children in their class on a termly basis. EAL language levels are also reviewed termly and as a school, we look at examining attainment through an EAL lens.

The Future

The EAL Profile, which monitors language acquisition, should be updated at least annually. Surface English (social English) is acquired within two years, however it takes between 5 and 11 years to develop higher order listening, talking, reading and writing skills (academic English), depending on a variety of factors, including previous schooling, language and

personality. Therefore, tracking language as well as curricular progress ensures that pupils are achieving at their appropriate level.

Strategies that work for monolingual pupils will also work for bilingual pupils and have been proven to raise attainment for many learners. Effective teachers always consider the language demands of a lesson and plan to support pupil's language and cognitive needs. In this way the learning needs of all pupils are supported.

Pupils and parents/carers may require further consideration at times of transition and subject choice to ensure they are well informed and supported.

Appendix – Context and Legislative issues

[The Education \(Additional Support for Learning Act\) \(Scotland\) 2009](#) introduced a new framework for children and young people who require some additional support with their learning. Bilingual learners are included in this group if they require support additional to that which might normally be provided in a school to ensure they make good progress with their learning.

[The Standards in Schools etc Act 2000](#) placed duties on all education authorities to ensure that schools meet the needs of all their pupils, encourage them to achieve their full potential and raise educational standards.

[Learning in 2+ Languages](#) identifies key issues when working with bilingual learners including:

- Effective teaching and learning: Bilingual pupils may already have fully developed skills in their home language and possess a wide range of achievements and abilities.
- Communication with parents: Interpreter/translator support may be required for parents. This ensures full participation in the life of the school/educational establishment and helps encourage support from home for further development for learning.
- Valuing and promoting first language: Schools and educational establishments should recognise and respect abilities in First language and encourage further development to enhance personal achievement and aid success with learning in English.
- Staff support and development: There is a requirement to support all school staff with respect to EAL issues and for training at all levels.

The [Equality Act 2010](#) makes it unlawful to discriminate against pupils or prospective pupils because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment. Race is defined as ethnicity, colour or nationality. The Act, and the principle of non-discrimination, covers all the activities in the life of a school including:

- Admissions
- Provision of education
- Access to any benefit, facility or service
- Exclusions
- It is also unlawful to harass or victimise a pupil or applicant

[Getting it Right for Every Child \(GIRFEC\)](#) states: 'Every child and young person is on a journey through life: as they progress some may have temporary difficulties, some may live with challenges that distract them on their journey and some may experience more complex issues. No matter where they live or whatever their needs, children and families

should know what support might be available and whether that help is right for them. We want all our children to be:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected and Responsible
- Included

[A Curriculum for Excellence](#) aims to ensure that our children and young people are:

- Successful learners
- Confident individuals
- Effective contributors
- Responsible citizens

[The SEALCC Guidelines](#) (Scottish EAL Co-ordinating Council) provide evidence of good practice in supporting bilingual Learners. This guidance is based on:

- [Learning in 2 + Languages](#) and
- HMle [How good is our school 4](#)

The SEALCC group cross referenced the Quality Indicators in EEBPL with those of [How Good Is Our School 4](#) and the [SEALCC](#) guidance should be used as a self-evaluation tool by teachers, schools and authority managers.

[Count Us In-A sense of belonging](#). HMle report (September 2009) outlines the outcomes of a survey exploring key issues in addressing the needs of migrant children and young people. It includes information gathered on:

- the strategies and approaches being used,
- the views of staff on the challenges and barriers to meeting needs and emerging good practice in meeting the needs of immigrant children and young people.