

HOW DO WE WORK? WHAT DO WE OFFER?

Bilingual Learners in Early Years Settings

EAL Specialist Teachers offer training and advice to Early Years settings to strengthen their support for bilingual and minority ethnic children and their families. For some children who have or may have additional support needs, EAL Specialist Teachers can support with assessment and planning next steps.

Bilingual Learners in Special Schools

EAL Specialist Teachers can work with Special Schools and other professionals to:

- jointly assess learners who are new to Edinburgh
- plan strategies to support language development, curricular learning and well-being
- support schools and parents/ carers to communicate well with each other

We also offer training to special school staff. This training supports staff to understand important principles and practice in supporting learners with complex needs whose home language is not English.

Training

We offer a range of training for individual schools and, centrally, for staff from across the city. This includes training on:

- understanding how children and young people learn English as an Additional Language and assessing progress in learning English
- strategies for working with developing bilingual learners at different stages of learning EAL
- working with refugee and asylum seeker children and families

ASL Service Mission Statement

To strengthen the capacity of schools, early years providers and partner services, to anticipate and meet learners' needs and to support families playing a key role in the education and wellbeing of their children and young people with additional support needs.

Contact Us

Additional Support for Learning Service

East Neighbourhood Centre
Business Centre 1.03
101 Niddrie Mains Road
Edinburgh

EH16 4DS

0131 469 2890

eMail asls.admin@ea.edin.sch.uk

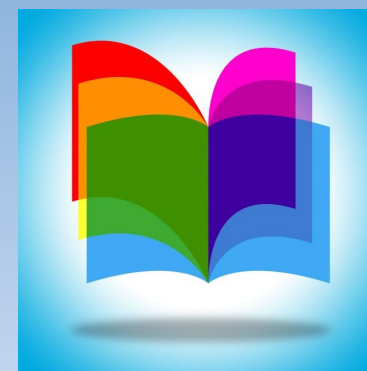
Web www.edinburgh.gov.uk/aslservice

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ASL Service

English as an Additional Language (EAL)

Information for Parents / Carers



Working in partnership to create high attaining, inclusive schools and Early Years settings

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In Edinburgh schools and Early Years settings there is a rich diversity of languages and cultures. Around 20% of pupils have a first or home language which is other than English.

Almost all of these developing bilingual learners can be supported in their regular classrooms in schools and Early Years settings. A small number of bilingual pupils may need additional support to develop their English language skills and to access the curriculum, so that they can do as well as possible at school.



The English as an Additional Language (EAL) team works with schools, Early Years settings and the education department (called the 'Communities and Families' Department). Our aim is to work together to make sure that all our learners are fully included in education and supported to achieve as well as possible.

GUIDING PRINCIPLES

Equity: giving all schools the opportunity to improve the way they support bilingual and minority ethnic learners and families.

Sustainability: working with school and Early Years staff to develop their skills and confidence to support typically developing bilingual learners. We also work with school leaders to support them to make their schools inclusive places for pupils to develop and learn in.

Responsiveness: being able to respond to our classrooms which are linguistically and culturally diverse.

WE VALUE HOME LANGUAGES

Research shows that a strong foundation in the first or home language is essential for learning other languages, for learning the curriculum and for individual and community identity. We encourage the use of learners' first languages at home and across the school, from the classroom to the playground.

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Teaching and Consultancy in Primary and Secondary

EAL Specialist Teachers advise and support schools with all aspects of meeting the needs of developing bilingual learners.

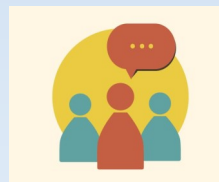


Key areas for this work are to support schools with:

- Learning, teaching and assessment
(for all developing bilingual learners)
- Individualised support
(for some individual learners who need more than the general support)
- Transitions
(for example, when learners move from nursery to primary school or primary school to secondary school)
- Partnerships with parents/ carers and colleagues
- Supporting learners' wellbeing, equality and inclusion

Supporting good home-school communication

Some parents are new to English. Others have a good level of everyday English but need support with formal or complicated communication. We work with schools to be confident about communicating with families. Sometimes using a bilingual member of staff is possible for everyday communication. For more involved meetings, it is better to use an interpreter. For most communication, interpreting (spoken form) will be more helpful than translation (written form). Schools can provide translations of some key information for parents in the most common languages.

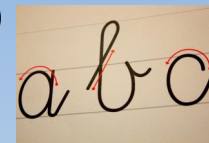


SUPPORT FOR INDIVIDUAL LEARNERS

Most learners with EAL can be supported through high quality general practice in schools. Some individuals may benefit from particular support. We offer:

EAL Beginners' Classes for pupils who arrive in secondary as beginners in English. These classes run twice a week. They are designed to develop learners' English language skills, study skills and confidence, so that they can begin to access the curriculum.

Early Literacy for Older Learners Programme: this is an intensive 10-week programme, delivered jointly by an EAL Specialist Teacher and school Pupil Support Assistant. The programme has been developed especially for older bilingual learners (P6 onwards) who have early literacy skills in their first or home language because of interrupted education.



Joint assessment and planning for individual bilingual learners with other additional support needs

EAL Specialist Teachers work with school Support for Learning Teachers, Class Teachers and other professionals to assess and plan support for bilingual learners who have other additional support needs.

Bilingual Support

We offer targeted bilingual support in the main community languages, for learners at the early stages of learning EAL. We also support schools to value and make best use of the linguistic skills and cultural knowledge of their own bilingual staff.