**What is a Supportive Environment for English as an Additional Language (EAL) Pupils?**

**The School Environment**

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| Environmental Aspects | Where are we now? | Where do we want to get to? |
| ***A welcoming school***   1. Do visitors see signs in different languages? 2. Does the school have a clear induction policy? 3. Does the school have access to translation and interpretation services when needed? 4. Do parents feel welcome in the school? 5. Do parents receive information about the school, the education system in Scotland and the wider area? |  | * There are dual language signs around the school that reflect the languages spoken in the school. This could include a Welcome sign as well as signs for toilets, directions etc * A school induction policy includes:-  1. Interview with parents 2. Clarification of names and how to pronounce them. 3. Dietary and religious needs 4. Previous schooling information 5. Administration – including free school meals, support with uniform purchase etc 6. Home language encouraged 7. Information shared with staff 8. Buddying system for new pupils 9. All information put onto SEEMIS regarding nationality, ethnicity and home language.  * Global Language Services used when needed to share information with parents and for meetings such as Child Plan meetings, Parents evenings etc. Easy access to information about the telephone interpretation services for emergencies. Records clearly show which parents require translation services to be available. * Parents come into school regularly for school and classroom events. They are invited into school to do activities with children and resource development. They are periodically involved in evaluating parental involvement in school. * Information is available on different aspects of school (dual language when appropriate):-  1. About the school 2. About education system in Scotland 3. About life in the Highlands 4. Local ESOL classes (when appropriate) 5. Home language encouraged 6. Local information information |
| ***A diverse school***   1. Does the school have a clear diversity policy? 2. Does the school review its resources to ensure that different cultures are represented in all areas of the curriculum? 3. Does the school review planning to ensure that:- 4. Different cultures are reflected throughout the curriculum and not tokenistically? 5. Scotland is represented as a diverse society? 6. Do all staff (teaching staff and support staff) have up to date training on supporting EAL children? 7. Are there visible displays that celebrate different languages and cultures? |  | * A policy outlining actions that support understanding of diversity is in place in the school and staff have a good knowledge of the policy and the actions that are outlined in it. All staff are aware of Equal Opportunities legislation and have the skills to challenge discriminatory behaviour and promote diversity. * A periodic review of resources takes place in school with established criteria to ensure that resources reflect different cultures and societies. Resources from different areas of the curriculum reflect people from different backgrounds. Reading books have central characters from different backgrounds. * Teachers’ planning is reviewed and reflects different cultures and societies. Each subject or topic shows that the world is a diverse place and non generalised language is used such as ‘most Hindus believe….’ and ‘some Ugandans live in ….’ Scotland is actively portrayed as a diverse society with people from different nationalities, ethnicities, religious beliefs, opinions and characteristics. * Training is held on a regular basis to ensure staff are aware of EAL strategies, EAL theory and understanding. EAL resources and support. * Displays are clearly visible that reflect different cultures and societies and these are updated on a regular basis. Eg. Language of the Month, great scientists of our time (reflecting the diversity within this) and so on. |
| ***A reflective school***   1. Is the effect of any actions evaluated and reflected upon to ensure that they are continually improved upon? 2. Are pupils, parents and staff included in these evaluations / reflections? |  | * There is genuine reflection and evaluation of actions to determine how successful they were and any change in attitudes, feeling of support, improved performance, better learning opportunities and so on. * Everyone is included in these reflections. |

**The Classroom Environment**

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| Environmental Aspects | Where are we now? | Where do we want to get to? |
| ***A prepared teacher***   1. EAL Profiles 2. Do teachers have access to EAL Profile information and are these updated regularly? 3. Are teachers aware of the level of English for all their pupils, their targets, home language, how to pronounce their name etc? 4. Do teachers use the EAL Profile information to plan appropriate strategies in the classroom for their pupils? 5. Does the teacher ensure that EAL Pupils are working with Higher Order Thinking skills? 6. Does the teacher pre teach vocabulary to ensure pupils have the words they need to access subject or topic and other classroom work? 7. Does the teacher draw on collaborative and experiential learning activities? 8. Does the teacher organise the classroom to ensure that EAL pupils are with supportive peers? |  | * EAL profiles are on the staff shared folder and all staff know where they are. Profiles are updated twice a year by class teachers (Primary) and once a year (Secondary). * Teachers are aware of the EAL pupils in their class, their levels of English and the pronunciation of their names. * Teachers are aware of different EAL strategies and use the information above to plan appropriate strategies for the age and stage of English language acquisition. * All pupils have access to activities that develop their thinking skills and creativity at all levels of English language acquisition. * Subject or topic specific vocabulary is pre taught and resources are available to support EAL pupils to use this vocabulary such as word lists, displays, word mats etc. * Collaborative and experiential activities are used in the classroom on a regular basis. * Pupils work in small groups with supportive peers – this may be someone who speaks their home language initially or someone who is a good role model for English. |
| ***A resourced classroom***   1. Does the classroom have dual language books and books that reflect other countries and cultures? 2. Are there class made dual language books available? 3. Are pictures used for instructions, timetables and other teaching? 4. Is there a quiet area available for quiet time and small group work? 5. Is there access to resources to support EAL pupils including practical and ICT resources? 6. Does the classroom have dual language displays that are clearly visible and referred to? |  | * The classroom not only has dual language books but books that reflect home countries. There are subject or topic books that reflect different cultures and societies. Reading books reflect characters from different backgrounds. Dual language dictionaries are available for pupils who are literate in their home language. * Pupils are involved in creating dual language books that can be used in the school and classroom. Parents may be involved in supporting this too. These books may be recorded for use by other pupils. * Pictures are used to illustrate instructions, there is a clear visual timetable for younger pupils and an individual visual timetable for older pupils in the early stages of English language acquisition. * A quiet area is available for pupils to take a break if needed or to read quietly in their home language. * Practical resources are available to support EAL pupils. ICT resources are used such as IVONA (to read back written text); Clicker 6 (to support writing by providing word banks and other activities); dual language resources (such as World Stories); dual language classroom resources (such as Language of the Month). * Displays in the classroom are clearly visible and regularly updated. Displays reflect the diversity in the classroom, in the locality, in Scotland and in the world. |
| ***A supported pupil***   1. Do pupils share photos, artefacts and experiences from their home culture, language or home country? 2. Do pupils have access to visual timetables (if appropriate), dual language prompt cards (if appropriate) and other support? 3. Do pupils have access to quiet times to rest and reflect on their learning? 4. Do pupils have access to drawing materials / whiteboard to illustrate what they may want to say? |  | * Pupils often share photos, artefacts and aspects of their home culture with the teacher and the class. This could be through show and tell activities, through circle time or through classroom discussions. * Pupils who need more visual support have access to visual timetables, prompt cards to show teachers what they need and for teachers to use for instructions, access to dual language glossaries and word lists to support them in subject and topic work. Pupils have a map of the school if needed. * Pupils can take quiet times if needed to have a break from concentrating on understanding English all the time. * Pupils have access to drawing materials and / or whiteboard to try and illustrate things that they need to say, to get words from staff or to try ideas out first. |