

## **SUPPORTING PUPILS LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

**Report By: HEAD OF CHILDREN'S AND STUDENTS' SERVICES**

### **Wards Affected**

Countywide

### **Purpose**

1. To consider the support offered to schools where they have pupils whose first language is not English in order to promote their full participation in the curriculum and integration in all aspects of school life.

### **Financial Implications**

2. The financial implications for the expansion of this provision have been met from the Education budget.

### **Report**

3. Herefordshire has seen a significant increase over the last 6 years in the number of newly arrived EAL pupils entering schools from Foundation Stage to Key Stage 4. Data from the Pupil Level Annual Schools' Census (PLASC) indicate that, since 1998, the number of EAL pupils has risen from 88 to 140 (i.e. by 59%).
4. The vast majority of the newly arrived pupils require support at the very earliest stage of learning to speak English in order to ensure that they can access the National Curriculum as soon as possible.
5. The 140 EAL pupils are located in 37% of Herefordshire schools and by and large are isolated learners. All schools with EAL pupils have less than 2%, except for one Hereford school with 5.96%, one South Herefordshire school with 4.35% and one North Herefordshire school with 2.38%.
6. The pupils are very diverse culturally, speaking a wide range of first languages including Spanish, Portuguese, French, Russian, Thai, Shona, Cantonese, Tagalog, Chinese, Arabic and Polish. The main languages spoken are Portuguese, Russian and Polish.
7. The expectation is that such pupils, irrespective of their language needs, will be fully included in Herefordshire schools and that the Herefordshire Learning Support Service (HLSS) will support schools in meeting these pupils' needs. The support available is set out in the information booklet included as Appendix 1.

8. Whilst it is a statutory requirement that schools embrace cultural diversity, they have found that the curriculum and values of the school have been enriched by the process.
9. Schools have also found that the majority of these pupils make rapid progress with their language skills and are readily accepted by their peers. They are a welcome addition to the increasingly diverse make up of Herefordshire.
10. The report wishes to draw particular attention to Page 2 of the information booklet (Appendix 1) which sets out the aims of the service and Page 3 which identifies the support to schools that HLSS can provide.

## **Recommendations**

**That the Committee considers and comments on the range and sufficiency of support for EAL that are available to schools in Herefordshire.**

## **BACKGROUND PAPERS**

- 'Aiming High: Understanding the Educational Needs of Minority Ethnic Pupils in Mainly White Schools: A Guide to Good Practice', DfES publication
- 'Removing the Barriers: Raising Achievement Levels of Minority Ethnic Pupils: Explaining Good Practice', DfES publication