



ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

POLICY FOR GLASGOW SCHOOLS

Glasgow City Council
Education Services





Glasgow City Council: Education Services

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES Policy for Glasgow Schools

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Introduction

SQA offer qualifications in English for Speakers of Other Languages (ESOL) at Access 2, Access 3, Intermediate 1, Intermediate 2 and Higher. These are mainly offered in Further Education colleges but in recent years, the number of presentations nationally from the schools sector has been increasing. In Glasgow a small number of secondary schools have been presenting small numbers of young people for ESOL qualifications. This has been due to increased levels of migration into the city meaning there are more young people arriving into secondary school who are in the early stages of learning English.

ESOL presentations in Glasgow schools

	Access 3	Int 1	Int 2	Higher	Total
2007	2	31	22	37	92
2008	2	29	22	33	86
2009	1	14	18	51	84

Number of schools presenting ESOL

2007	7
2008	7
2009	9

This table indicates that while the number of presentations have remained reasonably constant over the last three years, increasing numbers of young people in Glasgow are being presented for the Higher examination in particular. There is also an increasing number of establishments presenting young people for ESOL. Indications are that more will begin to present in the future. It is important to provide schools with advice and guidance, particularly schools that have little or no experience of presenting for ESOL.

This strategy takes account of the requirements of relevant legislation.

The Education (Additional Support for Learning) (Scotland) Act 2004 emphasises the need for planned support to meet the needs of individual children and young people who experience barriers to learning. The Race Relations (Amendment) Act 2000 places a general duty on public authorities to eliminate unlawful racial discrimination, to promote equality of opportunity and to promote good relations between people of different racial groups.

A working group was established in September 2008 to develop this strategy. Details of the working group are in Appendix 1.

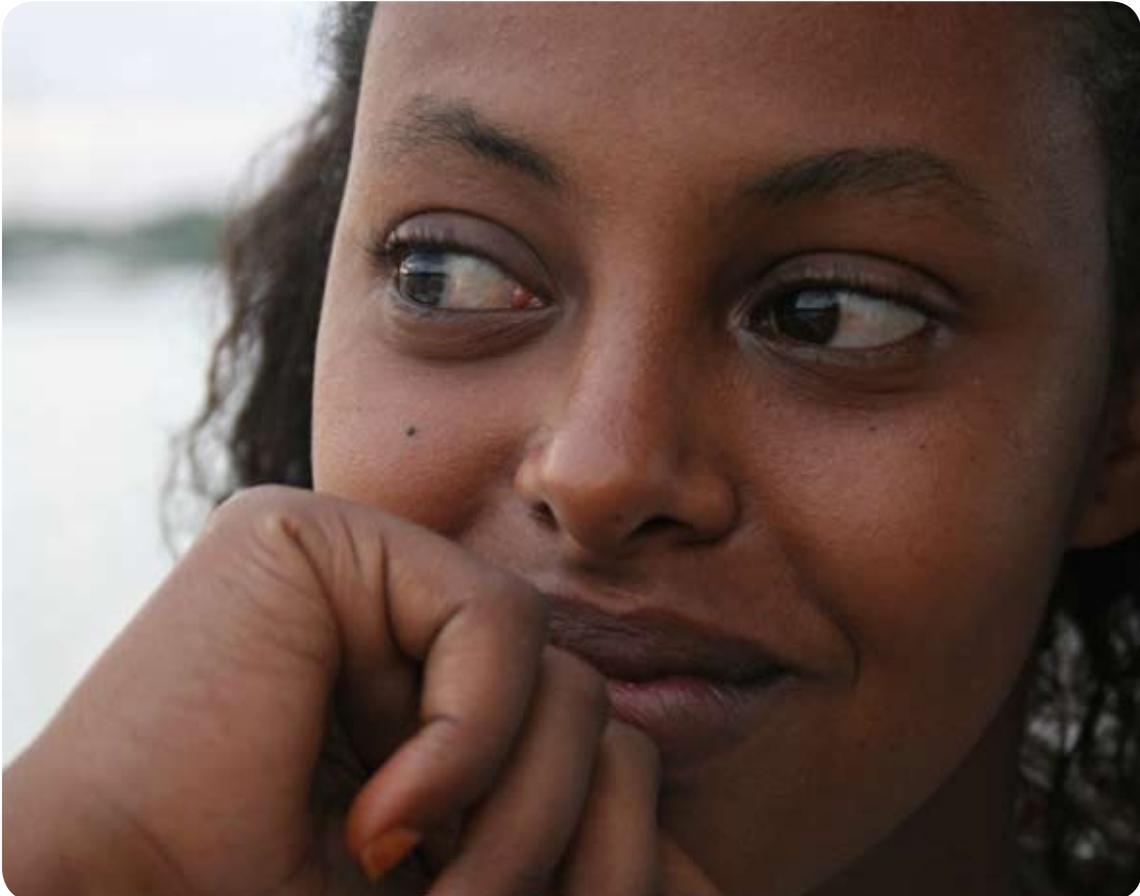


What is ESOL?

ESOL is a qualification offered by SQA that focuses on the development of language in the skills of speaking, listening, reading and writing. ESOL courses provide opportunities to develop language for everyday use and in work and study contexts. ESOL courses will focus primarily on accurate receptive and productive use of language and, whilst encouraging an understanding of genre, there is no requirement for direct study of English literature. Further information on ESOL courses is contained in Appendix 2.

ESOL is linked to, but different from, English as an Additional Language (EAL). Glasgow City Council has provided EAL support in schools for many years. EAL teachers work in early years, primary, secondary and ASL establishments. They work directly with children and young people, with a focus on supporting access to the mainstream curriculum. EAL teachers will spend much of their time working alongside class/subject teachers in mainstream classes, providing additional support for children and young people with EAL. EAL teachers also have a role in building the capacity of mainstream staff.

Glasgow City Council's Policy on Supporting Learners with English as an Additional Language in Glasgow states that EAL support should be "available to all those who need it". EAL staff, therefore, work with children and young people throughout the school system.





English or ESOL?

For most young people with EAL, gaining a qualification in English will be the preferred option. They will be involved in mainstream English classes from when they first enrol into secondary school. This would be true for young people who transfer from primary and young people who enrol in a Scottish school for the first time at some point during their secondary education.



Young people with EAL should have every opportunity to develop the full range of English language skills, including the study of literature, in a context where they can interact with other young people who have English as a first language. This environment provides the language enrichment that they require in order to fully develop their English language skills. There should be no discrete ESOL classes in S1-S3. These young people should be in mainstream classes, supported where appropriate by EAL staff (school based staff or from the ASL/EAL Response Team).

ESOL qualifications should be considered as an option for young people in S5/S6 where an ESOL qualification will better meet their needs. It should also be considered for young people who arrive during S4 and will not be able to achieve a Standard Grade English.



Making the Decision

Any decision about whether an ESOL qualification would meet the needs of a young person better than an English qualification should not be made until as late as possible. This would normally be in the senior stages of secondary school (S5/S6 under current arrangements).

The decision about whether ESOL would be an appropriate qualification for a young person with EAL is a matter of professional judgement. This judgement should be made collaboratively by those with expertise in this area and who know the young person well. This would include EAL, English and Pastoral Care staff and, if appropriate, Support for Learning staff.

The following criteria will help with making this decision:

- Age and stage
- Length of time in the country
- Progress to date - and potential future progress in English, taking account of English language levels (see Appendix 5)
- Prior educational experience
- Performance across the curriculum
- First language (data from Click and Go)
- Aspirations/future plans of young person
- Views of parent/carer

It should be noted that these criteria are not rigid - they are deliberately flexible to allow staff to make a professional judgement, based on their knowledge of individual young people.

Further information about these criteria is provided on the next page:



Criteria for ESOL presentation

<p>Age and Stage</p>	<p>ESOL should be an option for young people with EAL in S5/S6. It should also be an option for those young people who arrive in school for the first time in S3-S4 and will be unable to achieve a Standard Grade in English.</p> <p>ESOL should not be offered at S1-S3.</p>
<p>Length of time in the country</p>	<p>ESOL is most appropriate for young people who are recent arrivals in the UK and have arrived in the UK at some point during their secondary education.</p> <p>English qualifications would be more appropriate for young people who have lived in and attended school in the UK for a longer period.</p>
<p>Progress to date - and potential future progress in English, taking account of English language levels:</p>	<p>Teachers should take account of the young person's progress in English language. All young people with EAL should have an English language level recorded on SEEMIS Click and Go.</p> <p>Young people who have Fluent as their English language level should not be presented for ESOL.</p> <p>For some young people who have Competent as their English language level, ESOL may be appropriate. However, some of these young people will be on the cusp of moving to Fluent and for them ESOL would not be appropriate.</p>
<p>Prior educational experience</p>	<p>ESOL is appropriate for young people who have had only a short period of secondary education in the UK. Some of them may have had extensive education in their home country and some may have had no previous education or interrupted education.</p> <p>ESOL is unlikely to be appropriate for young people who have had several years of primary and secondary education in the UK, even if their education in their home country has been limited or interrupted.</p> <p>ESOL is not appropriate for young people who have had a complete Scottish education.</p>
<p>Performance across the curriculum</p>	<p>ESOL may be appropriate where a young person is performing better in subjects that are not as heavily language dependent eg Mathematics, IT.</p> <p>ESOL may also be appropriate for a young person who is not performing well in any subjects and this is due to her/him having had little prior education or being very new to learning English.</p>

First language	All young people will have a main home language recorded on SEEMIS Click and Go. ESOL would not normally be appropriate for a young person whose main home language is English.
Aspirations/future plans of the young person	<p>Consideration should be given to the future aspirations and proposed career pathways of young people when recommending entry to an ESOL course. In particular, the entry requirements for particular courses in further or higher education should be considered in determining if an ESOL course would lead to the most appropriate qualification for the young person.</p> <p>It is important to seek clarifications from Pastoral Care staff, Careers Advisers, the appropriate Depute Head Teacher or the Employability Officer who may wish to make direct contact with university/college admissions tutors before any final decisions are made.</p>
Views of the parent/carer	In deciding which young people should be put forward for ESOL qualifications, the views of parents and carers should be sought and given due consideration. The implications for both types of qualification should be explained, and the parent or carer's views on what is best for the learner should be discussed. Interpreters should be involved where appropriate to ensure parents/carers are fully involved in discussions.
Views of the young person	Young people over the age of 16 have the right to make their own decisions. It is important that young people are fully involved in making any decisions about which option is most appropriate.

Questions to consider when using the Criteria:

If the answer to any of the following questions is Yes then ESOL is not appropriate.

- Is the young person in S1 - S3?
- Has the young person always lived in the UK?
- Is the young person's English language level on SEEMIS Click and Go Fluent?
- Does the young person have English recorded on SEEMIS Click and Go as her/his main home language?
- Has the young person been educated in a UK school since early primary?

The above criteria should be considered for young people for whom ESOL may be appropriate. This will help teachers to make the professional judgement as to whether ESOL will better meet the language needs of the young person.

The case studies in Appendix 2 give examples of how the criteria have been used to make this decision with a range of young people.



Delivery and Timetabling

It is important that timetabled time is set aside for ESOL in order to ensure all course requirements can be met.

ESOL should be delivered wherever possible within the English timetable. This could mean one or more English sections being dedicated to ESOL, or it may mean a small group being withdrawn for ESOL for all or part of the English time. The delivery could be by the English teacher alone, the English teacher and the EAL teacher or the EAL teacher alone. The exact arrangement for delivery will depend on a number of factors such as the number of young people being presented, the number of staff available and other timetabling restrictions. At all times, the focus should be on how best to meet young people's needs.

Schools with small numbers of young people with EAL and no EAL support who would like to present young people with EAL for ESOL qualifications should seek advice from the ASL/EAL Coordinator about possible arrangements for delivery eg arrangements with neighbouring schools or colleges.





CPD and other support

Staff who are involved in delivering ESOL will be able to access CPD. There are a number of experienced ESOL practitioners in Glasgow who can contribute to this. The programme will include formal input on course requirements, classroom strategies, useful resources and theory of language development.

There will also be an authority ESOL Support Group which will meet regularly and provide a forum for ESOL practitioners to discuss issues and share experiences in an informal setting.

ESOL practitioners will be supported in internal moderation by experienced staff who meet the SQA's requirements for qualifications and experience.





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Appendix 1 - The ESOL Strategy Working Group

The need for an ESOL Strategy Working Group was established at a meeting of the EAL Strategic Working Group in September 2008. Membership was agreed at that meeting and was as follows:

Ann Grant	Head Teacher, Shawlands Academy (chair)
Ian Anderson	Head Teacher, Bellahouston Academy
Joy Blair	Principal Teacher EAL, Hillhead High School
David Byrne	Quality Improvement Officer English
Maureen Gilchrist	Quality Improvement Officer Modern Languages
Les McLean	Quality Improvement Officer, Race Equality & EAL
Maria Walker	ASL/EAL Coordinator, ASL/EAL Service
Tom Whitehill	Principal Teacher English, St Roch's Secondary

The group met 9 times between December 2008 and November 2009 and completed the following activities:

- Devised a questionnaire which was sent to all secondary schools to find out the current situation regarding ESOL presentations;
- Met with SQA Development Officer for ESOL ;
- Developed criteria for ESOL presentation and trialled these in two secondary establishments;
- Developed a draft ESOL policy document based on extensive discussion of the issues;
- Consulted with a range of partners from SQA, HMIE, LTS and Glasgow Colleges.

Subsequently, the Education Leadership Team, teacher trade unions and all secondary schools in Glasgow were invited to comment on the draft policy.

Appendix 2 - Case Studies

These case studies describe a number of young people who have expressed an interest in being presented for ESOL. For each young person, there is an explanation of how the criteria have been applied and the decision that was reached in each case.

Yan Wang

Yan came to Glasgow from China in September of S3. He was 14 years old. His first language was Mandarin. He had studied English for 5 years, but this was in weekly lessons in school and he initially couldn't understand any oral communication and was very limited in reading and writing. He did however have good knowledge of concepts in Mathematics and sciences from his studies in China. He was a highly motivated boy who was keen to succeed. He was placed in S3 and attended the ASL/ EAL Secondary Support Service for several months. When he returned to mainstream he still needed significant support with reading, writing and talk skills. He gained a Credit pass at S Grade in mathematics, General pass for computing and physics, and Foundation for English. In S5, he passed Higher mathematics, computing and physics and Int 1 English.

Yan wanted to study Engineering at Strathclyde University. He therefore needed to upgrade his qualification in English. The EAL teacher suggested that Int 2 ESOL would be a better option for him than Int 2 English.

Yan has lived in Scotland for less than 3 years. He has attended school in Scotland for less than 3 years. His main home language, as recorded in Click and Go, is Mandarin. His recorded English Language Level is Developing Competence. In S5, he did much better in subjects that were less language dependent (mathematics, computing, physics) than he did in English. He needs to achieve an improved qualification in English for entry to university. He feels that ESOL would best meet his needs - both to get him the qualification he needs but also to help him improve his English.

Since he meets many of the criteria, ESOL would be an appropriate option for him.

Satinder

Satinder was born in Glasgow and has always lived here. She speaks Punjabi at home with her family and English at school. She has always attended school in Glasgow - 2 years in nursery school, 7 years in primary and 5 years in secondary. She achieved General grades in all of her Standard Grades, including a 4 for English. She did Intermediate 1 English in S5 and got a C.

Satinder asked if she might study Intermediate 2 ESOL in S6 as she thinks she would get a better grade than she would in Intermediate 2 English.

Satinder has always lived in Glasgow and attended school in Glasgow. On Click and Go her main home language is recorded as English. She has never lived in another country or been educated in another country.

ESOL would not be an appropriate option for Satinder because she has always lived in and been educated in Glasgow.

Edmir

Edmir arrived in Britain eight years ago with his mother and younger brother. The family moved around various parts of England for four years. During this time, he attended a number of different primary schools for short periods.

He came to Glasgow four years ago and started S1. At Standard Grade he passed two subjects at Credit 1 (Biology and Modern Studies) and three at Credit 2 (Maths, English and P.E.). He also got a 5 in History and a 6 in Business Management. His Credit 2 meant that Edmir was placed in the Higher English class. He hoped to go to university to study accounting.

Edmir was an amiable, polite and diligent student and all of his teachers spoke highly of him. He was popular and had several friends who were in an ESOL class. Near the beginning of S5, he requested that he be allowed to transfer from Higher English to Higher ESOL. He felt that ESOL work was considerably easier than the work of the Higher English class. The university indicated that they were happy to accept a pass in ESOL as a direct equivalent to a pass in English at Higher level. His mother supported his request for a move to ESOL.

Edmir's case is quite complicated. He has lived in Britain for eight years so his arrival in the country is not recent. He has attended school in the UK for most of that time, although his primary education was interrupted. His English Language Level is recorded as Competent, with an expectation that this will soon change to Fluent. His performance at Standard Grade is mixed, with him performing well in some language based subjects (Modern Studies, English) and not so well in others. Edmir's main motivation appears to be that it will be easier for him to get a good grade in Higher ESOL.

The ESOL qualification is unique in that it is the only subject that provides an "alternative qualification route" for young people in secondary schools. It should also be noted that this route is not an option for the majority of young people in secondary schools (young people who have English as their first language). For this reason, while parental/young people's views should be considered, professional judgement using all criteria must remain paramount in all decisions.

ESOL would not be appropriate for Edmir because of the length of time he has lived in the country, the amount of education he has had in this country and his prior achievement in English. The most important consideration here is what will best meet his language needs? He clearly needs to continue to develop his English skills and this would occur best in the Higher English class.

Aref

Aref is from Afghanistan and arrived in Glasgow age 14 years. His first language is Pushto. He has not attended school in Afghanistan and is not literate in his first language.

He enrolled in school in February and was put into S3. Throughout the course of S3 he made some progress in terms of developing his oral skills in English and is also developing his literacy and numeracy. Having moved into S4 he is still at an early stage in terms of his English and developing literacy but he is making steady progress. He will struggle to achieve at Standard Grade English, particularly with doing critical evaluations of literature. He wants to leave school in summer and go to college. It has been suggested that Access 3 ESOL will be a more appropriate qualification for him.

Aref has lived in Glasgow for less than two years. He has had less than two years of education in Scotland. His English language level on Click and Go is Early Acquisition. He is not performing well across the curriculum because he is new to learning English and has had no previous education.

Access 3 ESOL would be an appropriate option for Aref in S4. It would give him accreditation for the progress he has made in English in the limited time he has been here. When he goes to college, it will be easier for him to be allocated a class at the appropriate level with a recognised ESOL qualification.

Mina

Mina arrived in Scotland from Somalia about 5 years ago. She had no formal education in Somalia. She was enrolled into Primary 7 and was there for about 7 months. She then transferred to secondary. She has just completed S4 and achieved Standard Grades in 7 subjects - Grade 5 in English, Maths and Science, Grade 6 in History and French, Grade 4 in Home Economics and Grade 3 in Art. She works hard in class. She has good spoken English and can discuss things she has learned orally. She finds written work much more demanding and needs time to plan and redraft. She can identify simple information in a written text but finds close reading passages very difficult.

Mina is interested in fashion and dressmaking and would like to go to college to study something in this area. She plans to stay at school for S5 and S6 to improve her qualifications. The EAL teacher has suggested that ESOL would be a better option than English in S5 for Mina as it would better meet her language development needs.

Mina has had some primary education in Scotland. However it was only for a very short period (less than a year) and it was her first experience of formal education. Her English language level on Click ad Go is Developing Competence and it is anticipated that she will be at this level for some time. Her performance at Standard Grade shows that she performs better in subjects that are less language dependent. This is probably due to her limited previous educational experience.

ESOL would be an appropriate qualification for Mina in S5/S6. It would allow her to focus on developing the language skills needed for study and would be accepted when she comes to apply for college.

Appendix 3 - Overview of ESOL Qualifications

Level	Units	Exam
Higher	DV34 12: Everyday Communication DV35 12: Work-Related Contexts Or DV36 12: Study-Related Contexts*	Yes
Intermediate 2	DV34 11: ESOL: Everyday Communication DV35 11: Work-Related Contexts Or DV36 11: Study-Related Contexts*	Yes
Intermediate 1	DV34 10: Everyday Communication F1AD 10: Transactional Contexts F1AE 10: Work and Study-Related Contexts	No
Access 3	DV34 09: Everyday Communication F1AD 09: Transactional Contexts F1AE 09: Work and Study-Related Contexts	No
Access 2	F1AF 08: An Introduction to Beginner English Literacies 1 F1AG 08: An Introduction to Beginner English Literacies 2 DV34 08: Everyday Communication F1AD 08: Transactional Contexts F1AE 08: Work and Study-related Contexts	No

* schools should normally present young people for the Study Related Contexts option.

SQA also provide 2 Certificates in ESOL for Work at SCQF levels 4 and 5. These are designed to be used in workplace based ESOL sessions and are not recommended for use in schools.

More information: <http://www.sqa.org.uk/sqa/8330.html>

Appendix 4 - ESOL - from SQA Arrangements documents:

Access 3

Everyday communication unit:

This Unit has been designed for candidates whose first language is not English but who need to develop their ability to use English in personal and social contexts. Candidates undertaking this Unit will have some previous knowledge of English at a basic level and will be familiar with the Roman script.

Transactional contexts unit:

This Unit has been designed for candidates whose first language is not English but who need to develop their ability to use English in transactional contexts. Candidates undertaking this Unit will have some previous knowledge of English at a basic level and will be familiar with the Roman script.

Work and study related contexts unit:

This Unit has been designed for candidates whose first language is not English but who need to develop their ability to use English in a broad vocational context. The vocational context relevant to this Unit can be Work or Study-related contexts. Candidates undertaking this Unit will have some previous knowledge of English at a basic level and will be familiar with the Roman script.

Recommended entry:

While entry is at the discretion of the centre, candidates would normally be expected to have attained the following or equivalent:

Access 2 English for Speakers of Other Languages Unit

Intermediate 1

Everyday communication unit:

This is a freestanding Unit and has been designed for candidates whose first language is not English but who need to develop their ability to use English in a broad range of personal and social contexts. While studying this Unit candidates will develop their competence in the skills of speaking, listening, reading and writing in English for personal and social purposes. Candidates undertaking this Unit will already have a basic command of English and will develop their ability to understand and communicate with reasonable fluency in English in personal and social contexts.

Transactional contexts unit:

This is a freestanding Unit and has been designed for candidates whose first language is not English but who need to develop their ability to use English in a broad range of transactional contexts. While studying

this Unit candidates will develop their competence in the skills of speaking, listening, reading and writing in English for transactional purposes. Candidates undertaking this Unit will already have a basic command of English and will develop their ability to understand and communicate with reasonable fluency in English in personal and social contexts.

Work and study related contexts unit:

This is a freestanding Unit and has been designed for candidates whose first language is not English but who need to develop their ability to use English in a broad vocational context. The vocational context relevant to this Unit can be Work or Study-related contexts. While studying this Unit candidates will develop their level of competence in the skills of speaking, listening, reading and writing in English for work and study purposes. Candidates undertaking this Unit will already have a basic command of English and will develop their ability to understand and communicate with reasonable fluency in English in work and study contexts.

Recommended entry:

While entry is at the discretion of the centre, candidates would normally be expected to have attained the following, or equivalent:

Access 3 English for Speakers of Other Languages Units

Intermediate 2

Everyday communication unit:

This Unit is designed for candidates whose first language is not English but who need to develop their ability to use English in broad personal and social contexts. While studying this Unit candidates will develop their level of communicative competence in the skills of speaking, listening, reading and writing in English for personal and social purposes. The broad social context of this Unit is intended to support candidates who need to use English as the language of everyday communication.

Study related contexts unit:

This Unit is designed for candidates whose first language is not English but who need to develop their ability to use English in a study-related context. It is intended for candidates who need English language skills to study in the medium of English at school or further education colleges. While studying this Unit candidates will develop their level of communicative competence in the skills of speaking, listening, reading and writing in English for the purpose of study.

Recommended entry:

While entry is at the discretion of the centre, candidates would normally be expected to have attained the following or equivalent: Intermediate 1 English for Speakers of Other Languages Units

Higher

Everyday communication unit:

This unit is designed for candidates whose first language is not English but who need to be able to use English in broad personal and social contexts. While studying this Unit candidates will develop their level of communicative competence in the skills of speaking, listening, reading and writing in English for personal and social purposes. The broad social context of this Unit is intended to support candidates who need to use English as the language of everyday communication

Study related contexts unit:

This Unit is designed for candidates whose first language is not English but who need to be able to use English in the context of study. It is intended for candidates who need English language skills to study in the medium of English at further education colleges of higher education institutions. While studying this Unit, candidates will develop their level of communicative competence in the skills of speaking, listening, reading and writing in English for the purpose of study.

Recommended entry:

While entry is at the discretion of the centre, candidates would normally be expected to have attained the following or equivalent: Intermediate 2 English for Speakers of Other Languages or its Units.

Appendix 5 - English as an Additional Language

Assessment of English Language Levels - General Descriptions

Pupils make broad progress in acquiring English as an additional language in different ways and at different rates. Broad stages in this development are identified below as descriptions to be applied on a “best fit” basis. Progression from stage 1 to stage 5 can take up to 10 years and individuals are likely to show characteristics of more than one “stage” at one time. A judgement is usually needed over which stage best describes an individual’s language development, taking into account age, ability and length of time learning English.

	New to English	Early Acquisition	Developing Competence	Competent	Fluent
Communication	<p>Silent period - may participate in activities but not speak</p> <p>Relies on gesture to indicate meaning</p> <p>Beginning to learn “survival” language</p> <p>Uses first language to communicate - spoken and written</p>	<p>Understands more English than he/she can use</p> <p>More interested in communication than correctness</p> <p>Increasing vocabulary</p> <p>Moving between two languages</p>	<p>Shows growing confidence in using English in most social situations</p> <p>May choose to use first language but less reliant on this for understanding</p>	<p>Competent in use of spoken English in many different contexts</p>	<p>Fluent communicator in English</p>
Accessing the Curriculum	<p>Literacy in first language appropriate to age/stage and background</p> <p>May be able to decode English written texts but without comprehension</p> <p>Watches and copies other pupils</p>	<p>Oral skills exceed literacy skills</p> <p>In the early stages of developing literacy in English</p> <p>Learns best with concrete, contextualised tasks</p>	<p>Obvious gap between social language levels and ability to access and use academic language</p> <p>Beginning to cope with more abstract learning</p> <p>May under perform in formal tests, exams and written assessments</p>	<p>Able to express and develop ideas orally but not always transferred so fluently into writing</p> <p>Able to access information in complex texts</p>	<p>Able to access all aspects of the curriculum</p>

	New to English	Early Acquisition	Developing Competence	Competent	Fluent
Technical aspects of language	Beginning to put words into phrases	Phrases becoming more grammatically correct Increasing awareness of tenses but still limited Starting to self correct Requires structures to support writing	Widening vocabulary but still gaps, often, but not necessarily subject specific Able to use a variety of tenses and more complex grammar Can write independently but requires support for extended writing or more complex structures	Still developing understanding of genre, nuances of style, register, voice and purpose, linking and structuring ideas Written work still shows grammatical errors such as prepositions, articles, verb endings and agreements	Confident using higher order language skills
Support requirements	Pupil will require considerable support in order to access the curriculum	Pupil will still need a significant amount of support in order to access the curriculum	Can operate independently but requires support to access the curriculum fully	Works well independently but requires support with developing higher order language skills	No additional support required

References:

M Barrs, S Ellis, H Hester, A Thomas, Patterns of Learning, CLPE 1989

Lynne Cameron, Writing in English as an Additional Language at Key Stage 4 and post-16, OFSTED 2003

Three other codes, English as a “first-language”, Limited Communication and Not Assessed should be used as appropriate for the following cases:

- English as a “first-language” - all pupils who have not required, do not require and will not require English as an Additional Language support.
- Limited Communication - Complex learning difficulties affecting communication make assessment for level of English as an Additional Language inappropriate.
- Not Assessed - Pupils who have not been in school long enough for an assessment to be made. At the time of the census it is expected that this would be restricted to pupils in P1 or those who have recently moved into a school in this local authority.