English as an Additional Language Pupils and SEN

Guidance for schools on identifying, assessing and supporting EAL pupils who may also have a special educational need.

Stockport Ethnic Diversity Service

Valuing Difference: Promoting Equality

STOCKPORT METROPOLITAN BOROUGH COUNCIL

www.stockport.gov.uk/ethnicdiversity

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English as an Additional Language Pupils and SEN

Introduction

This document is designed to support schools in making decisions about whether to start the Special Educational Needs (SEN) process for a child or young person with English as an Additional Language (EAL). It will be of particular interest to Headteachers, Pastoral Leads, Special Educational Needs Co-ordinators (SENCOs), EAL Co-ordinators and Teachers.

It is aimed at supporting EAL pupils in accordance with the Special Educational Needs and Disability Code of Practice (2015).

The Code of Practice states that:

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or 16*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

This document was compiled by:

Ethnic Diversity Service

Learning Support Service

Psychology Service

Speech and Language Therapy Service

The group would like to thank Manchester City Council for giving permission to adapt the document *Minority Ethnic Pupils and Special Educational Needs* (2007) on which this guidance is based.

If you have any questions or comments, please contact the Ethnic Diversity Service on 0161 477 9000 or eds.admin@stockport.gov.uk.

General Guidance

The identification and assessment of the special educational needs of pupils whose first language is not English requires particular care. Pupils at the early stages of acquiring English should not be regarded as having learning difficulties. However, if a child with EAL is making slow progress, it should not be assumed that this is only due to their additional language needs. They may, for example have a learning, speech and language, sensory or emotional difficulty. The 2015 SEND Code of Practice makes this very clear:

> *Schools should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.*

In Stockport, it is recommended that a Specialist Ethnic Minority Achievement (EMA) teacher from the Ethnic Diversity Service (EDS) assess pupils for whom English is an additional language. English language and/or first language assessments can be carried out.

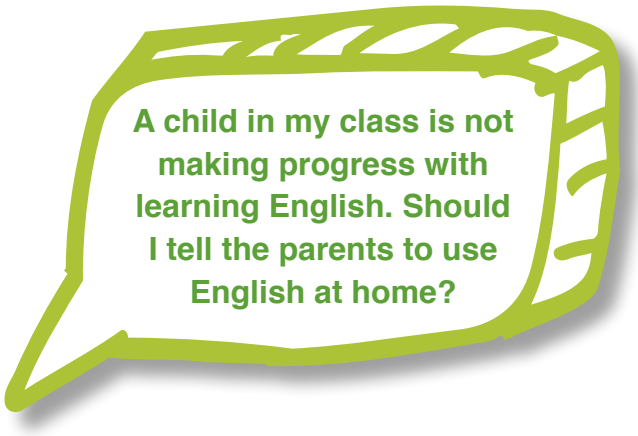
It is important that careful tracking and assessment is used for all pupils to identify the difficulties a pupil faces so that appropriate support can be put in place as soon as possible. Involving parents is a very important part of this.

Best practice should be in line with the principles that underpin the SEN and Disability Code of Practice:

- the participation of children, their parents and young people in decision- making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment

1.1 Questions asked by Teachers

Bilingualism

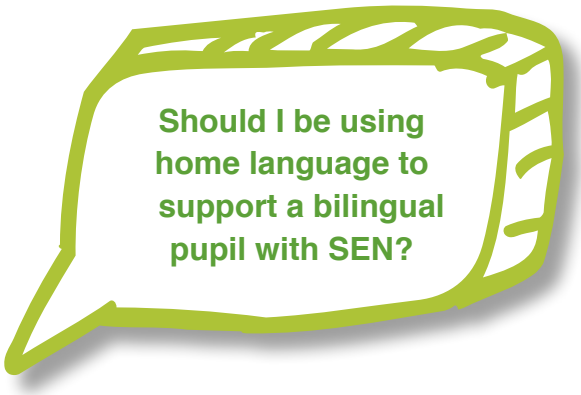


Bilingualism is an advantage and should be encouraged at home and at school. Parents may be confused about this and get different advice from different people. The parents should continue to use the language that is most natural for them when speaking with their child. It may be helpful to refer to ***the Parent Advice Sheet: The Benefits of Bilingualism***

Research indicates that learning one language helps the learning of the second language and that children who maintain their first language at home learn English at a faster rate and to a better standard than those whose parents use 'restricted' English with their children at home.

Track the pupil's progress carefully using EDS's ***EAL Language Descriptors*** and if they continue to make little progress in learning English, an assessment of the use of their first language may be needed as they may have language and/or learning difficulties.

Bilingual Pupils with SEN



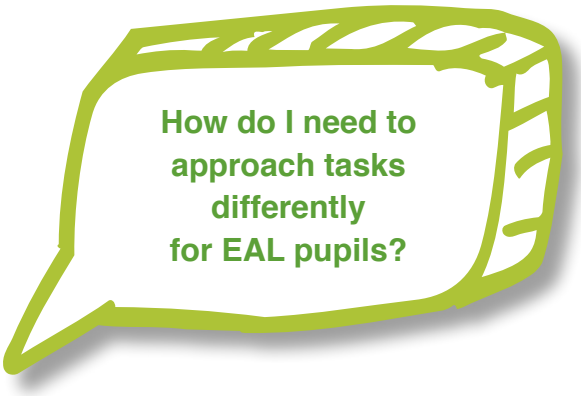
Bilingualism should not be considered as a disorder. Research shows that it does not cause communication difficulties. There is no reason why the prevalence of speech and language problems should be different for bilingual pupils as opposed to English mother tongue pupils.

When providing intervention for EAL pupils with SEN, language choice should be discussed and agreed with the family. Professionals should not advise the abandonment of home language in order to facilitate the development of English language skills. It may be helpful to refer to ***the Parent Advice Sheet: The Benefits of Bilingualism***

When assessing pupils with language difficulties from bilingual communities, gain as full a language profile as possible. This will help to differentiate between a language acquisition difficulty affecting all language learning and the acquisition of an additional language.

If possible use a trained Bilingual Assistant in meeting a particular need to provide effective intervention for bilingual pupils with SEN.

Effective Approaches to Learning



There are many differences in learning styles. Prior knowledge and social and cultural background may influence how pupils learn. Family structure and the role parent/carers play also impact on pupils' learning.

Talk is important for developing language skills for EAL pupils. When planning always consider pedagogy that will promote quality talk through paired and group work. If a pupil is reticent or shows signs of struggling to speak then find out if the same is true in the home language. Practitioners may find the **Teacher Self-Reflection Checklist** a helpful tool for reflecting on practice.

Where a special need is suspected, the school will need to find out as much as possible about the pupil's home, educational, linguistic and cultural background, and relate this information to current and previous performance in school.

The Length of Time to Learn English

How long does it take for a pupil to learn English?

Ofsted recognises that pupils learning an additional language can become conversationally fluent in the new language in 2-3 years, but may take 5-7 years or longer to catch up with monolingual peers in their development of cognitive and academic language. The amount of formal schooling pupils have received in their first language is a significant variable in how long it takes to learn English.

Most new learners of English will go through a “silent period” during which they use little or no English, but will be using non-verbal communication. The silent period may last for up to six months, depending on a variety of factors, and may last longer in the classroom setting than in less formal settings such as the home or playground. The silent period needs to be respected and during this time, the learner should not be forced to speak before he/she is ready. This is an active stage of learning and pupils need to continue to be given opportunities to engage with the curriculum.

Learning experiences for EAL pupils need to be carefully planned and should be cognitively challenging regardless of their stage of English language acquisition. High challenge can be maintained through the provision of contextual and linguistic support.

If staff and/or parents/carers are concerned about the pupil’s language development, then this may be due to either lack of experience in learning a language or he/she may have an additional need.

1.2 Teacher's Concerns: What Should We Do? Possible Solutions

A.
A Chinese child in Y3 reads very accurately but scores low in QCA tests of reading comprehension.

A.

Find out how long she has been learning English. The test result may be expected if the pupil has only been learning English for 2-5 years. She will continue to need support with EAL development and extra guided reading sessions, but her low reading comprehension scores do not necessarily indicate that she has SEN.

B.
A Somali child in reception is stealing from lunchboxes and behaves aggressively.

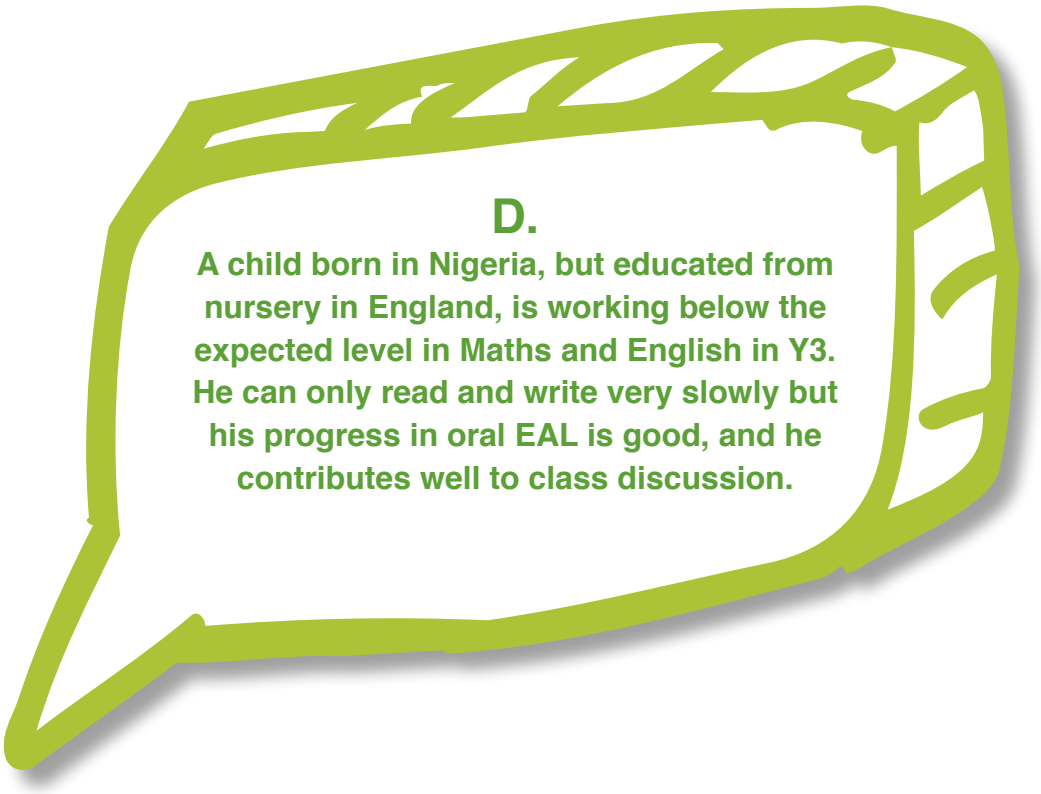
B.

Find out about his prior experiences. In fact, this boy had been in a refugee camp where food was in short supply. Finding food enabled him to survive. He eventually settled into routines and made steady progress.

C.
A Czech child arrives from London at your school in Y6 only speaking a few words of English. He makes little progress in a year.

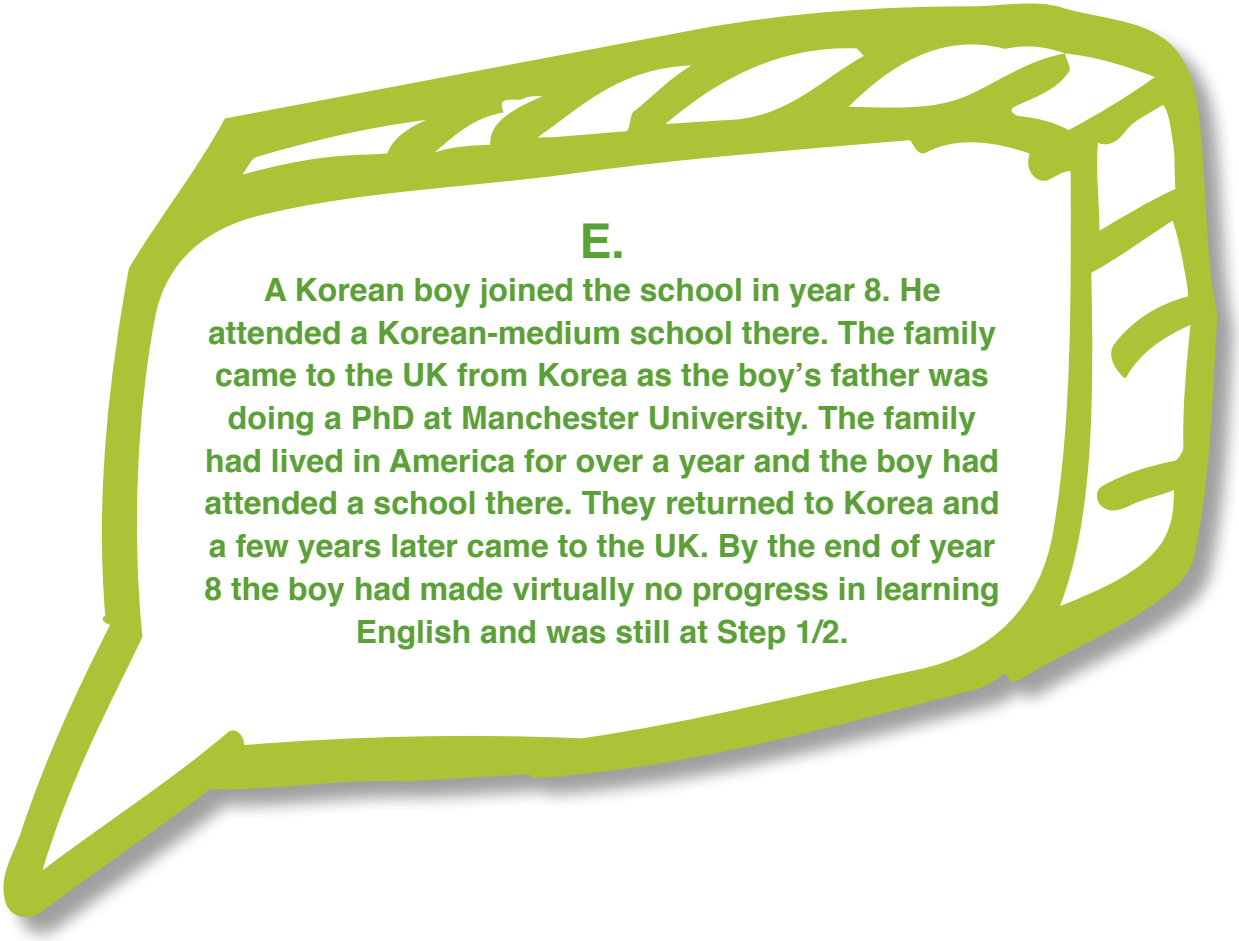
C.

Find out about his previous family and educational experiences. Obtain a first language assessment and find out how long he has been learning English. In fact, this pupil had been educated in English in the UK since the age of five. The first language assessment showed his Czech language was as undeveloped as his English. The boy had communication and family difficulties. He made progress following language development strategies devised by a Speech and Language teacher and delivered by a TA. He also benefited from drama therapy.



D.

Find out about his background and development. This pupil's teacher developed good relations with the parents and his mother came into class to show Nigerian clothes to the children. Questions relating to his past development led to the discovery of a visual difficulty. The Sensory Support Service was contacted and provided useful advice about seating, lighting etc. The pupil's difficulties were addressed and he began to catch up with his maths and literacy and to eventually exceed age related norms.



E.

Find out about his background, earlier development and education in Korea and the USA from the parents.

In this case, a first language assessment was carried out by a specialist EMA teacher. An interview took place with the father and revealed many difficulties that the boy and the family were experiencing. The school's EAL co-ordinator and the specialist EMA teacher gained valuable insight into the boy's educational background and his difficulties, particularly emotional and behavioural. The school provided some bilingual support, referred him to Speech and Language and CAMHS. An EP carried out an assessment with a recommendation for the boy to be statemented. He received regular support from a specialist EMA teacher working in the school.

1.3 EAL - SEN Pathways for Stockport Schools

The pathways presented on the next page are designed to help you deal with a concern that you may have about an EAL pupil who is not making expected progress.

It will help you to follow a process in school, work with bilingual parents and access services in Stockport to assess and provide appropriate support for pupils who have language and cultural needs in addition to SEN. It is recommended that if you or any of your colleagues have a concern, then you should follow the EAL-SEN Pathways chart to achieve the best outcome for the pupil.

EAL - SEN Pathways For Stockport Schools

Concerns are raised about progress.

Gather information on languages, educational history, progress, attainment, learning and behaviour (social and emotional).

→ Request a first language assessment from EDS if one not already done. (0161 477 9000 or eds.admin@stockport.gov.uk)

Gather background information and views from the parent(s) and child / young person. Explore home language(s).

→ Request an interpreter from EDS if needed.

Consider all the information with the SENCO, EDS and/or other specialist services.

→ Decide whether or not checklist needs to be used.

Evaluate findings.

→ Make decision on whether to place on SEN Support.

Plan IEP (or Play Plan in nurseries) and decide on appropriate intervention.

→ Request support from EDS to contribute to individual plans re language targets, support and communication with parents.

Use multi-agency approach if problems persist.

→ Consider EDS, LSS, SALT, BSS, PS, OT, SSS

1.4 EAL - SEN Identification and Strategies Checklist

This consists of concerns about:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental health
- Sensory and/or Physical Needs

How to use this checklist

Where there is a concern that a pupil from a minority ethnic background may have a special educational need, please use the checklist to help you to identify the issue, find the relevant information and implement strategies. ***Choose from the relevant categories: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and/or Physical Needs.***

Please Note:

Diagnosing SEN for EAL pupils is a complex process. The following checklist can support you in identifying concerns as a preliminary investigation before contacting external specialist agencies. The checklist should NOT be used on its own to reach any conclusion about whether a pupil has SEN or not.

A: Concerns about Communication and Interaction

Communication

Find out:	YES	NO	UNSURE	Consult and/or use	Strategies and Resources
1. Does the pupil feel welcome and included in the school and classroom?				EDS Bilingual Assistant or Interpreter to help to find out how the pupil feels. Parent(s)/carer(s) and other adults Observation	Ensure good induction procedures are in place and followed ***(New Arrivals Excellence Programme Guidance)***. Create a welcoming environment. Use texts and displays that include pupils' home language and cultures and use good visuals to aid understanding.
2. Is the pupil's first language overtly valued in school?				Classroom observation School audit EDS Bilingual Assistant EMA Specialist Teacher	Books, storytelling, labels, notices, letters, numbers in different languages.
3. Could the pupil feel threatened or ill at ease with the classroom situation?				Parent/Carer* Pupil interview (Use interpreter or Bilingual Assistant if required) Observation	Review groupings and teaching styles. Provide a welcoming environment. Demonstrate knowledge and respect for culture. Parental involvement Staff training
4. Has the pupil had less than 6-8 months exposure to English?				Parent/Carer* School records	Include pupil in all activities. Model language. Adults and peers to use descriptive commentary supported by gestures/signs/ pictures. Do not pressurise for response. Use bilingual support. Ensure close adult support or buddies.
5. Does the pupil respond through body language or physical actions?				Observation* Parent/Carer	Be responsive and encourage non-verbal response, i.e. gestures, signs, symbols, pictures.
6. Is the content of the discussion/curriculum culturally familiar to the pupil?				Parent/Carer* EMA Specialist Teacher EDS Bilingual Assistant	Choose class texts, topics, that are culturally familiar. Provide secure routines.
7. Is the pupil refusing to talk?				Observation in class Observation in playground Parent/Carer* ***EAL Guidelines***	Consider whether this is as a result of the "silent period" (which is the norm for a new EAL pupil) or if it could be selective mutism.

* Use interpreter from EDS if required

A: Concerns about Communication and Interaction (cont.)

Listening and Attention

Find out:	YES	NO	UNSURE	Consult and/or use	Strategies and Resources
8. Can he/she listen well, attend and focus on activities in the class and in the home?				Parent/Carer* Observation	Provide short, focused listening tasks. Try barrier games.
9. Could the difficulty be due to a problem with hearing?				School nurse Medical records Referral to GP Sensory Support Service	Refer to Sensory Support Service: Teacher of the deaf will advise regarding appropriate management, resources and support.
10. Have listening/ attention difficulties persisted despite inclusive strategies?				Observation in different settings Parent/Carer* SALT	Hold sessions in a quiet environment to help pupil to progress through the normal sequence of development of listening/attention. Use timelines, egg timers, rewards and minimise distractions.
11. Are listening/ attention difficulties due to the language used in lessons being too difficult for the pupil?				EMA Specialist Teacher Observation Parent/Carer*	Scaffold language. Plan use of visuals and tangible aids. Give pupil a specific role in learning activities. Consider adult support. Consider groupings.
12. Can he/she pay attention in more context- embedded situations or at home?				EMA Specialist Teacher Observation Parent/Carer*	Scaffold language. Plan use of visuals and tangible aids. Give pupil a specific role in learning activities. Consider adult support. Consider groupings.
13. Can he/ she demonstrate understanding in the home language(s)?				EDS Bilingual Assistance or Interpreter First Language Assessment (provided by EDS)	As above. Vary pace. Plan more focussed small group work. Provide opportunities to use the pupil's first language.

* Use interpreter from EDS if required

A: Concerns about Communication and Interaction (cont.)

Listening and Attention

Find out:	YES	NO	UNSURE	Consult and/or use	Strategies and Resources
14. What do the parents/ carers think about the pupil's language development in both or all languages?				Parent/Carer* information on number of languages spoken, length of exposure, any changes in language environment over time. EMA Specialist Teacher	Encourage parent to speak and develop concepts in their most natural language. Reassure parents that well-developed first language skills will help not hinder English language development.
15. Has the pupil had less than two years' exposure to English?				Parent/Carer* Background information	Use visuals, clarify key vocabulary, model target language, and scaffold output, e.g. use sentence starters, speaking and writing frames. Plan communicative and practical group activities.
16. Has the pupil got any undetected physical needs? (Visual, hearing, medical?)				Parent/Carer* Pupil Medical records School nurse Sensory Support Service	If there are concerns regarding functional vision refer to the Sensory Support Service: a teacher of the visually impaired will advise appropriate, resources and support.

* Use interpreter from EDS if required

A: Concerns about Communication and Interaction (cont.)

Verbal Expression

Find out:	YES	NO	UNSURE	Consult and/or use	Strategies and Resources
17. Are there teeth, facial or structural problems?				Health information Nurse Speech & Language Therapist	Encouragement to participate verbally. Positive responses to utterances. Respond to meaning, whilst modelling correct response.
18. Is the pupil's spoken English commensurate with the length of time exposed to English?				English Language Assessment (provided by EDS)	As above. Ensure pupil is included and encouraged to actively participate in activities.
19. Does the pupil have adequate opportunities to work with proficient English speaking pupils?				Class/subject teacher	Plan collaborative group work. Ensure the pupil is seated with positive language role models i.e. not simply with the lower ability/ SEN groups.
20. Is communication development at the same rate as of peers or siblings?				Class/subject teacher	Ensure there are appropriate opportunities for the pupil to communicate for genuine reasons. Use communication aids if necessary, e.g. fan, visual timetable.
21. Does the pupil socialise with peers outside the classroom?				Lunchtime organisers Playtime supervisors Learning Mentors	Provide for inclusion in group play activities and extra-curricular activities. Ensure buddy system is in place.
22. Are the inaccurate structures used by the child usual for those learning EAL or speaking a particular language or dialect?				EMA Specialist staff EDS Bilingual Teaching Assistant ***EAL Guidelines for Teachers***	Give opportunities for speaking and listening in small groups. Group pupil with proficient English speaking pupils.
23. Is the home language intelligible to the listener? (Can the pupil produce the correct speech sounds in the home language?)				Observation Joint assessment with EDS and SALT	Plan joint intervention with EDS, SALT and parents.
24. Is the pupil's English language intelligible to the listener? (Can the child produce the correct speech sounds in English?)				Observation Joint assessment with EDS and SALT	Plan joint intervention with EDS, SALT and parents.

A: Concerns about Communication and Interaction (cont.)

Verbal Expression

Find out:	YES	NO	UNSURE	Consult and/or use	Strategies and Resources
25. Can the pupil use his/her other language(s)/ dialect(s) over a range of language skills? Consider: • expressive language • social language • task-orientated language				EMA Specialist Teacher First Language Assessment Parent/Carer EDS Bilingual Assistant or Interpreter Speech and Language Therapist for low language levels in both/all languages	Provide opportunities for speaking in first language. Use and monitor all of the above strategies.
26. Is low verbal expression due to a lack of understanding?				Classroom observation. English Language Assessment (EDS)	Modify language for teaching. Use short sentences. Make language more concrete in whole class and 1:1 level. Use Non-verbal gestures, visuals. Provide professional development for staff in EAL strategies.
27. Does the pupil have difficulty retaining information and/or accessing words in English and/or the home language?				Observation SALT	Use strategies to support memory and vocabulary skills.
28. Does the pupil stammer?				Observation of pupil SALT	Use strategies recommended by SALT.
29. Can the pupil perform the task when supported by visual materials or if the task is language free?				Observation of pupil EMA Specialist Teacher	Accompany task with spoken language, visuals, objects and labels. Model sentences.
30. Has the pupil had experience of the essential oral stages leading to the task?				Background information School records SALT EMA Specialist Teacher	If not, go back to previous stages or learning objectives, or fill in knowledge gaps. If yes, the child may require the task to be broken into smaller steps.
31. Could lack of verbal expression be due to severe trauma?				Parent/Carer* Observation Educational Psychologist EMA Specialist Teacher	Provide support from key adult in school. Use therapeutic approaches, small group or individual child-centred work.

* Use interpreter from EDS if required

B: Concerns about Cognition and Learning

Performance in the Wider Curriculum (Strategies and resources listed after the table)

Find out:	YES	NO	UNSURE	Consult and/or use
1. Is the pupil making expected progress in learning EAL?				English Language Assessment (EDS) EMA Specialist Teacher ***EAL Guidelines*** for Teachers Monitoring and Tracking data
2. Is the pupil making expected progress when taking into his account his/her previous educational experience?				English Language Assessment (EDS) Information from Admissions Parent/Carer*
3. Is the pupil making expected progress given his/her level of exposure to English?				English Language Assessment (provided by EDS) EMA Specialist Teacher Parent/Carer*
4. Is the pupil making expected progress in other areas (eg supplementary school, social activities)?				Parent/Carer* Other adults and/or practitioners involved with pupil outside school.
5. Has the parent /carer expressed concern about the pupil's rate of progress?				EDS Interpreter EDS Bilingual Assistant
6. Can the pupil understand the task when provided with contextual or visual supports or if the task is language free?				Observation of pupil
7. Can the pupil understand the task when it is explained in the home language or dialect?				EDS Bilingual Assistant or Interpreter Parent/Carer* EMA Specialist Teacher
8. Does the pupil make expected progress in subjects that are less dependent on academic language such as Art or PE?				Teacher observation Parent/Carer* Pupil

* Use interpreter from EDS if required

B: Concerns about Cognition and Learning (cont.)

Performance in the Wider Curriculum (Strategies and resources listed after the table)

Find out:	YES	NO	UNSURE	Consult and/or use
9. Can the pupil consistently complete typical age-related tasks correctly?				Background information Parent/Carer* Classroom observation First Language Assessment (EDS)
10. Can the pupil complete tasks correctly when given sufficient time and support to respond?				Classroom observation
11. Can the pupil demonstrate understanding of new concepts?				First Language Assessment (EDS) English Language Assessment (EDS)
12. Can the pupil recall new information?				Daily assessment by classroom teacher First Language Assessment (EDS)
13. Can the pupil acquire and demonstrate new skills?				Daily assessment by classroom teacher Classroom observation

* Use interpreter from EDS if required

B: Concerns about Cognition and Learning (cont.)

Strategies to Support EAL Pupils in the Wider Curriculum

- Plan for language development as well as for learning.
- Ensure that teaching, resources and the environment accommodate prior knowledge, experiences and learning styles.
- Use bilingual strategies to support the pupil in different curriculum areas. Scaffold learning. Add contextual and visual support to spoken instructions.
- Provide bilingual support to help the pupil access the curriculum, eg bilingual assistant, bilingual resources etc.
- Ensure there is peer support, collaborative paired work or group work.
- Consider groupings carefully. EAL pupils will benefit from being in groups with pupils who are proficient in English and can model good language.
- Ensure that relationships with staff and peers are supportive. Communicate information regarding the pupil's background, levels and suggested strategies to pertinent members of staff.
- Ensure tasks are culturally appropriate.
- Keep parents fully informed. Ensure parental expectations are informed by knowledge of teaching content and approach. Empower parents to help their children. Use interpreters when required.
- Consider using Talking Partners as an intervention.

Resources

EDS Referral Form

EAL Language Descriptors (EDS)

EAL Guidelines for EYFS Teachers (EDS)

EAL Guidelines for Primary Teachers (EDS)

EAL Guidelines for Secondary Teachers (EDS)

DfES. (2006) ***Excellence and Enjoyment - Learning and Teaching for Bilingual Children in the Primary Years***

DCSF. (2008) ***New Arrivals Excellence Programme Guidance***

www.nwemahub.net/

www.nassea.org.uk/

www.naldic.org.uk/

Gibbons, Pauline. (1993) *Learning to Learn in a Second Language*. Portsmouth, NH. Heinemann.

Hall, D. (1997) *Assessing the Needs of Bilingual Pupils: Living in Two Languages*. London, David Fulton Publishers.

Haslam, L., Wilkin, Y. Kellet, E. (2005) English as an Additional Language: Meeting the Challenge in the Classroom. London, David Fulton Publishers.

B: Concerns about Cognition and Learning (cont.)

Reading (Strategies and resources listed after the table)

Find out:	YES	NO	UNSURE	Consult and/or use
1. Does the pupil have knowledge of how a book works in his/her home language?				Talk to parents* and check records and reports from the county of origin. First Language Assessment (EDS)
2. Does the pupil have knowledge of how a book works in English?				Check school records and talk to parents*. English Language Assessment (EDS)
3. Does the pupil have a range of vocabulary to access age appropriate reading material in English?				Reading Record English Language Assessment (EDS) EMA Specialist Teacher
4. Is the pupil able to understand the meaning of the text appropriate to his/her age & experience?				Tracking data Reading record
5. Has the child had sufficient experience of hearing and producing English sounds?				Educational history Talk to EMA Specialist Teacher about specific sounds.
6. Does the pupil have difficulty in producing any of the English sounds?				SALT EMA Specialist Teacher
7. Does the pupil have phonological awareness skills?				Assessment records English Language Assessment (EDS)
8. Can the pupil use more than one strategy to read unfamiliar words?				Assessment records English Language Assessment (EDS)
9. Has the pupil had adequate time and opportunity to experience the different stages of reading?				EMA Specialist Teacher Parent/Carer* School Records
10. If appropriate, does the pupil read text in a home language in a manner suitable for their length of education in that language? (NB: There may not be a written form, or parents may not be literate themselves, in the home language.)				Parent/Carer* Supplementary school, if the pupil attends one First Language Assessment (EDS)
11. Are the books used to assess or teach reading skills in English, suitable in terms of cultural familiarity, content, idiomatic language, for level of oral skills?				Class Teacher EMA Specialist Teacher Reading records
12. Can the pupil sequence events and ideas orally and pictorially?				First language Assessment (EDS) English Language Assessment (EDS)

* Use interpreter from EDS if required

B: Concerns about Cognition and Learning (cont.)

Strategies to Support EAL Pupils in Reading

- Listen to EAL pupils read on a regular basis and check for understanding.
- Select books that are age-appropriate and, if possible, culturally appropriate.
- Provide a systematic programme to teach specific reading skills needed by EAL pupils.
- Consider using Stockport Early Reading Intervention (SERI)
- Consider using Boosting Reading Potential Intervention.
- Consider using Narrative Therapy.
- Provide practice in sequencing stories.
- Use Directed Activities Related to Texts (DARTs)
- Provide guided reading opportunities with a particular emphasis on reading for meaning.
- If appropriate, use bilingual dictionaries.

Resources

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EAL Guidelines for Primary Teachers (EDS)

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B: Concerns about Cognition and Learning (cont.)

Writing (trategies and resources listed after the table)

Find out:	YES	NO	UNSURE	Consult and/or use
1. Are the difficulties in writing a reflection of difficulties in word order, word omissions, tenses etc in oral skills?				EMA Specialist Teacher Scrutiny of writing
2. Does the first language affect how English is written?				First Language Assessment (EDS) EMA Specialist Teacher SENCO
3. Has the pupil got adequate experience of writing in English across a range of genres?				Class teacher's planning SENCO School records
4. Is the pupil able to use a wide range of vocabulary appropriate to his age and experience?				Writing assessment
5. Are spelling mistakes consistent and showing awareness of patterns of English?				Writing assessment
6. If appropriate, is the child able to write in a home language at a level appropriate to age and education in that language?				First Language Assessment (EDS)
7. Has the child had any developmental difficulties/visual or hearing difficulties or delay in verbal communication?				Parent/Carer* SENCO
8. Are the difficulties similar to those often found with pupils having dyslexia?				SENCO Writing assessment
9. Is the pupil familiar with the English script in printed and handwritten form?				EMA Specialist Teacher SENCO
10. Has the pupil had previous formal schooling in his/her home language, which included opportunities to write/draw?				Parent/Carer* Pupil
11. Has the pupil written in a script with different orientation/positioning?				Parent/Carer* Pupil
12. Does the pupil seem to have problems with movement and spatial awareness?				Class teacher Parent/Carer* Observation

* Use interpreter from EDS if required

B: Concerns about Cognition and Learning (cont.)

Strategies to Support EAL Pupils in Writing

- Model specific language structures for EAL pupils.
- Oral rehearsal of target language by pupils
- Structured guided talk activities leading to writing spreadsheets
- Use appropriate writing frames to scaffold writing.
- Provide opportunities to write in both the home language and English.
- Use a bilingual dictionary if required.
- Use multisensory approaches adapted for EAL pupils to improve contextual understanding.
- Consider the pupil's stage of development in writing. If below the expected level, then consider an appropriate intervention programme.

Resources

EDS Referral Form

EAL Language Descriptors (EDS)

EAL Guidelines for EYFS Teachers (EDS)

EAL Guidelines for Primary Teachers (EDS)

EAL Guidelines for Secondary Teachers (EDS)

DfES. (2006) ***Excellence and Enjoyment - Learning and Teaching for Bilingual Children in the Primary Years***

DCSF. (2008) ***New Arrivals Excellence Programme Guidance***

www.nwemahub.net/

www.nassea.org.uk/

www.naldic.org.uk/

Gibbons, Pauline. (1993) *Learning to Learn in a Second Language*. Portsmouth, NH. Heinemann.

Hall, D. (1997) *Assessing the Needs of Bilingual Pupils: Living in Two Languages*. London, David Fulton Publishers.

Haslam, L., Wilkin, Y. Kellet, E. (2005) English as an Additional Language: Meeting the Challenge in the Classroom. London, David Fulton Publishers.

C: Concerns about Social, Emotional and Mental Health

Find out:	YES	NO	UNSURE	Consult and/or use	Strategies and Resources
1. Could unusual behaviour be due to the pupil experiencing confusion with the new culture?				Pupil Parent/Carer* EMA Specialist Teacher Bilingual Assistant Classroom Teacher	Provide structured learning consistent with prior experience. Explicit teaching of routines. Visual timetable. Give time to embed expected behaviour. Involve the parent in class. Provide home language support where appropriate.
2. Could the unusual behaviour be due to the pupil's having experienced trauma?				Parent/Carer* SENCO Educational Psychologist EMA Specialist Teacher BSS Primary or Secondary Jigsaw	Complete ***Stress Indicator Checklist*** In partnership with EDS and refer to the Psychology Service ifappropriate.
3. Has the pupil had only a short experience of formal education?				Information about prior schooling	Provide catch up experiences in areas/stages not covered. Advise parent on how they can support.
4. Has the pupil come from an educational experience that is very different from the current setting, including class size?				As above	Staff development. Teach to different learning styles. Support the identity of child.
5. Is the pupil's lack of skills in spoken or written English causing frustration or preventing self-expression?				English Language Assessment (provided by EDS) EMA Specialist Teacher	Teach language in all areas of the curriculum. Provide structured speaking and listening opportunities, lots of visuals and kinaesthetic activities. Ensure children know how to use word lists, mats etc. and have explicit teaching of routines for independent working. Work on boosting self-esteem and finding the child's strengths in other areas. Teach relaxation strategies.
6. Is the pupil's academic language development keeping up with the demands of the curriculum?				Tracking information on pupil's language development over time. EMA Specialist Teacher Scrutiny of work	Support language development by using EAL strategies. Ensure key language is identified and understanding monitored. Ensure opportunities for use of subject specific language during the lesson.

* Use interpreter from EDS if required

C: Concerns about Social, Emotional and Mental Health (cont.)

Find out:	YES	NO	UNSURE	Consult and/or use	Strategies and Resources
7. Is the pupil sharing and co-operating?				Parent/Carer to find out about previous experience of school and pupil/adult relationships.* Observation of pupil in class and other settings.	Provide quality learning opportunities to aid development of cooperation. Ensure good role models of behaviour. Make expectations clear (SMART) so pupil can experience regular success. Specifically teach language involved in sharing and cooperation through games and activities.
8. Is the pupil's play age appropriate?				Parent/Carer to find out about prior experiences of school, home environment, toys, play with siblings, friends.* Advice from Early Years Advisory Teacher or Educational Psychologist if pupil does not progress through stages of play with appropriate support. Primary / Secondary Inclusion Team. BSS	Create opportunities for play. Encourage parents to spend time helping in nursery to observe play. Classroom play space. Resources for games and play at break and lunch. Guided play with adult as facilitator. Relate play to child's own expectations/ experiences. Assist child to progress through the stages of play. Adult modelling play with the child.
9. When newly arrived to the UK/school was the pupil introduced to the school in accordance with school's induction procedures.				Person in charge of admissions EMA Specialist Teacher	Ensure school induction procedures for new arrivals are in place ***Refer to NAEP*** Training from EDS on New Arrivals.
10. Is the pupil an asylum seeker or refugee?				Home background information EMA Specialist Teacher EDS	Ensure conditions for learning are in place. Value culture and knowledge the pupil brings. Demonstrate your concern for their own and others welfare by clearly establishing routines. Ensure pupil feels sense of belonging. Provide a key person for the pupil. Consider whether the pupil may have experienced trauma. Refer to suggestions.

* Use interpreter from EDS if required

C: Concerns about Social, Emotional and Mental Health (cont.)

Find out:	YES	NO	UNSURE	Consult and/or use	Strategies and Resources
11. Do you know if something in the pupil's past or present situation could be causing distress such as hyper arousal or other signs of trauma?				Parent/Carer* Educational Psychologist can provide advice to staff and complete referral for therapeutic input ***Stress Indicator Checklist*** BSS Teacher can advise or work directly with the child or provide resources.	Creation of a secure environment with routines, buddies and appropriate bilingual or adult support. Refer to ***Suggestions for School Term Support for Traumatised Children***. Where difficulties persist; therapeutic approaches, small group, individual pupil-centred work
12. Are problems caused by pupil being asked to carry out activities beyond their previous experience or against cultural/religious beliefs? (P.E, drawing faces)				Home background EMA Specialist Teacher EDS Bilingual Teaching Assistant English Language Assessment (EDS).	Enlist home co-operation. Make sensible compromises. Allow time for child to adjust to new culture and environment.
13. Does pupil have difficulties understanding the tasks, lesson content, or language?				***EAL Language Descriptors*** Parent/Carer* Pupil English Language Assessment (EDS) Curriculum based assessment	Ensure tasks are practical and accompanied with contextual and linguistic support. Ensure that tasks build on prior knowledge and skills.

* Use interpreter from EDS if required

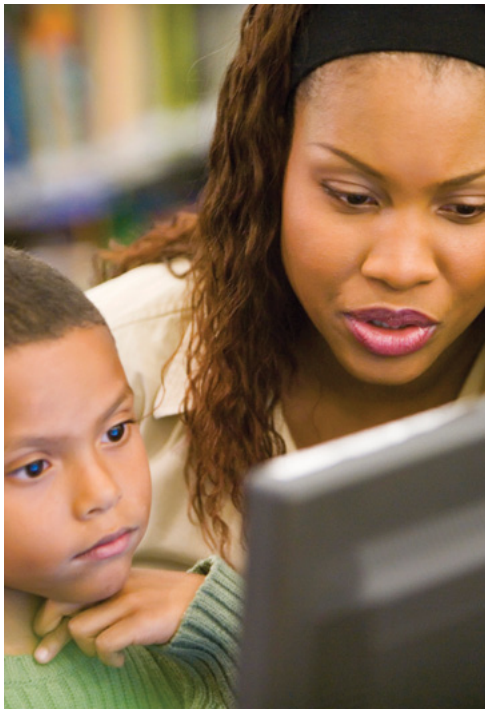
C: Concerns about Social, Emotional and Mental Health (cont.)

Find out:	YES	NO	UNSURE	Consult and/or use	Strategies and Resources
14. Does the pupil have poor listening and attention?				Planning, to see if awareness of pupil's needs noted Monitoring records of length of whole-class sessions and or relevance of content. Monitoring records of pupil's concentration across a range of subjects. If symptoms persist across settings and include hyperactivity consult BSS and CAMHS re ADHD assessment - if child is old enough check age.	Make activities short and focussed. Allow for fatigue when listening in another dialect or culture, time where listening is not required, repetition of activity type to avoid time consuming explanations. Sit pupil away from distractions. Use activities which motivate. Involve pupil in setting own concentration targets. Use additional adult support to focus pupil if needed. Use objects as "concentrators" for child to fiddle with to aid focus
15. Could adopting alternative strategies change difficult behaviour?				***EDS Guidelines*** BSS can do an observation and discuss appropriate strategies with staff	Ensure positive behaviour management. Use a variety of teaching/learning styles. Promote positive role models from pupil's community, liaise with parents. Make use of additional adults, including learning mentors. Ensure child knows what desired behaviour looks like. Take photos of the child demonstrating desired behaviour and use as a prompt.
16. Is there a problem with attendance/ punctuality?				Parent/Carer Pupil Pastoral support Learning Mentors (bilingual if needed) Parenting Team BSS	Identify causes of poor attendance/punctuality. Use EDS Bilingual Learning Mentors / Interpreters if needed. Consider cultural factors that may affect attendance / punctuality. Consider racist bullying. Implement pastoral support plan. BSS can advise/provide examples of PSPs.
17. Could the pupil's behaviour be a result of the racist attitude, behaviour of others or the pupil not feeling included? E.g. Racial harassment, bullying, teasing?				Classroom observation Break time/lunchtime observation Pupil Parent/Carer*	Diversity and Equality policies in action. Racist incidents reported and dealt with. Embed teaching and learning activities around equality and diversity in the curriculum (ask EDS for advice/support). Promote an inclusive ethos in the school. Training from EDS on Race Equality, New Arrivals, etc.

* Use interpreter from EDS if required

C: Concerns about Social, Emotional and Mental Health (cont.)

Find out:	YES	NO	UNSURE	Consult and/or use	Strategies and Resources
18. Could perceptions of the pupil's behaviour be a result of people's assumptions and lack of knowledge about the pupil's culture?				Observation Discussion amongst whole-school staff EDS	Whole-school training for staff, parents, governors on issues in connection with cultural diversity (ask EDS for support). Disseminate knowledge to staff, pupils, governors and parents.
19. Could any behaviour difficulties be the result of a physical or sensory need?				Records from previous school(s) and countries where possible Parent/Carer* School nurse for health checks, vision, hearing Sensory Support Service	Staff training in sensory needs and/or sensory processing difficulties. Staff training around any presenting physical needs. Inclusive classroom and school strategies sensitive to these needs.



Resources:

Stress Indicator Checklist

Suggestions for Short Term Support for Traumatised Children

Complementing Teachers A Practical Guide to Promoting Race Equality in School. (2003) The Runneymede Trust. Includes a free CD rom with downloadable lesson plans and activities: http://www.runnymedetrust.org/projects/education/resources-forschools/ complementing-teachers.html

Haslam, L., Wilkin, Y. Kellet, E. (2005) ***English as an Additional Language: Meeting the Challenge in the Classroom***. London, David Fulton Publishers.

Blackwell, D., Melzak, S. (2000) ***Far from the Battle but Still at War: Troubled refugee children in school. The Child Psychotherapy Trust. Available from 020 7284 1355, or http://w***ww.understandingchildhood.net/posts/far-from-the-battle-but-still-at-war/

Priority Review. *Exclusion of Black Pupils. Getting It. Getting it Right. DFES (2006).*

C: Concerns about Social, Emotional and Mental Health (cont.)

Blackwell, D., Melzak, S. (2000) Far from the Battle but Still at War: Troubled refugee children in school. Hythe: Understanding Childhood & London: Medical Foundation.
www.understandingchildhood.net/documents/22Farfromthebattle.pdf

Collaborative Learning Project Homepage Good ideas for active collaborative learning, especially helpful for bilingual pupils

DfES. (2004) Aiming High: Understanding the educational needs of minority ethnic pupils in mainly white schools: A guide to good practice.
www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/Isolatedpupilsgdc04.pdf

DfES. (2004) Aiming High: Guidance on Supporting the Education of Asylum Seeking and Refugee Children

Richardson, Robin. (2004) Here, There and Everywhere: belonging, identity and equality in schools. Stoke on Trent, Trentham Books.

Richardson, Robin. (2005) Race Equality and Education: A practical resource for the school workforce. ATL
www.atl.org.uk/Images/Race%20equality%20and%20education.pdf

www.collaborativelearning.org/ Lots of good ideas for active collaborative learning, especially helpful for bilingual pupils

www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/eal/a0076807/refugees-new-arrivals-and-asylum-seekers General guidance on the needs of asylum seekers and new arrivals from the DfE.

www.equalityhumanrights.com/ This site gives guidance based on current law.

D: Concerns about Physical and Sensory Needs

The pupils involved in this section are likely to need support through the SEN Code of Practice.

Physical and Sensory Needs

Find out:	YES	NO	UNSURE	Consult and/or use	Strategies and Resources
1. Does the pupil present with any sensory difficulties, i.e. hearing, vision?				Parent/Carer* School nurse Previous medical history Sensory Support Service Psychology Service	Observation across a range of settings Staff training in sensory needs. Inclusive classroom and school strategies sensitive to these needs.
2. Does the pupil present with any sensory sensitivity? i.e. touch, noise, smells, space, etc.				Parent/Carer* School nurse Previous medical history Single Referral CAF for Occupational Therapists Sensory Support Service Psychology Service	Observation across a range of settings Seek specialist advice from therapy services.
3. Does the pupil present with any gross/fine motor skill difficulties?				Parent/Carer* School nurse Previous medical history SENCO Single Referral CAF for Occupational Therapists Psychology Service Learning Support Service	Observation a range of settings Implement Motor Skills United
4. Does the pupil have any physical needs that need additional consideration?				Parent/Carer* School nurse Previous medical history SENCO Single Referral CAF for Occupational Therapists	Observation across a range of settings Staff training in sensory needs and/or sensory processing difficulties. Staff training around any presenting physical needs. Inclusive classroom and school strategies sensitive to these needs.

* Use interpreter from EDS if required

D: Concerns about Physical and Sensory Needs

The pupils involved in this section are likely to need support through the SEN Code of Practice.

Physical and Sensory Needs

Find out:	YES	NO	UNSURE	Consult and/or use	Strategies and Resources
5. Are the sensory and physical needs of the pupil fully understood by the school?				Parent/Carer* Sensory Support Service All previous available medical records from the UK and abroad.	Referral to relevant professionals
6. Are the sensory and physical needs of the pupil fully understood within the context of their culture or their current experience?				Parent/Carer* Community and/or Faith organisations EDS Bilingual Learning Mentors or Bilingual Assistants	Support for teachers to develop sensitivity and commitment in helping children to foster a strong dual personal identity as a member of a particular ethnic minority community and having additional needs. Arrange awareness-raising sessions for classmates through the appropriate support service and arrange assemblies celebrating achievers who have disabilities. Awareness-raising for parents and members of the family about the disability and attitudes towards the disability. Signpost to appropriate network for support.

Advice and resources:

- Motor Skills United Pack
- Contact for advice: Sensory Support Service; Occupational Therapy; Physiotherapy; Speech and Language Therapy Service; Services for Children with Physical Disabilities

* Use interpreter from EDS if required

1.6 Advice on First Language Assessment (FLA)

When EAL pupils are showing delays in language development and limited success in accessing the curriculum then a FLA should be done together with other assessments to complete a comprehensive profile of the pupil.

The Ethnic Diversity Service is able to carry out a comprehensive First Language Assessment at the request of the school. Please ring 0161 477 9000 and ask to speak to a member of the Ethnic Minority Achievement Team or email: eds.admin@stockport.gov.uk

The process is outlined below:

- The school or organisation contacts EDS and completes an ***EDS Referral Form***
- An Ethnic Minority Achievement (EMA) Specialist Teacher will make arrangements to do the assessment with an interpreter.
- The assessment will take approximately 45 minutes in the first language.
- A detailed report will be written by the EMA Specialist Teacher which will include whether a pupil can sequence events, recount series of events, understand age appropriate text, follow instructions and understand and express concepts.
- The report will help to give information about a pupil's ability to use the first language and if s/he is at the appropriate stage of language development or not.

There are two parts to the First Language Assessment (FLA): a series of tasks for the pupil to do to assess language development in the first language and information to be obtained from the parent about the use of the pupil's first language(s).

Part 1: Assessment of First Language Development

This is adapted from Hall (Assessing the Needs of Bilingual Pupils, 2001), and is designed for use with bilingual children. The aim is to assess language development, including basic conceptual understanding in the first language. It can tell you if the pupil can

- Sequence and discuss a simple series of pictures
- Recount a series of events
- Understand age appropriate text
- Follow simple instructions; understand prepositional phrases
- Understand and express concepts of weight, shape, size, colour

The assessment can be adapted to be age appropriate. A first language assessment for Foundation stage, KS1/2 and secondary school age pupils is available from the Ethnic Diversity Service.

Part 2. An Interview with the parent(s)/ carer(s) to find out:

- Languages spoken in different contexts and when the pupil was first exposed to each language. This will establish expectations about performance in the first language.
- Any developmental difficulties and background information about prior education and details of experiences in different countries.
- If parents can corroborate the findings from the FLA, as the pupil may have been too shy etc.

It would be helpful if the above was supplemented by classroom observations and information from bilingual staff where possible.

1.6 Advice on English Language Assessment

EAL pupils who are new to English or those that are making slow progress should be assessed using EAL Language Descriptors. Initial assessment should be carried out to determine the English language proficiency in all four aspects of language: speaking, listening, reading and writing.

The initial assessment will:

- Establish the level of English proficiency
- Provide a framework for tracking progress in English
- Provide information which will enable teachers to plan appropriate learning experiences

In Stockport a school can request the Ethnic Diversity Service to carry out an Initial Assessment for an EAL pupil who is new to English or is struggling to acquire the language by completing an ***EDS Referral Form*** or phoning the Ethnic Diversity Service

The Initial Assessment for a pupil can take up to an hour, and is outlined below:

1. The school or organisation contacts EDS and completes an ***EDS Referral Form***

2. An Ethnic Minority Achievement (EMA) Specialist Teacher will make arrangements to visit the school and do the assessment.

3. H/she will have a conversation with the class teacher to discuss concerns about learning or language development.

4. The EMA Specialist Teacher will carry out an observation of approximately 15 minutes to determine how the EAL pupil responds to the language being used and how well he/she follows and understands classroom routines.

5. The language assessment will take about 40 minutes and will assess speaking and listening, early reading, vocabulary, comprehension and writing skills. It will also assess colours, shapes and basic numeracy skills. At the end of the assessment the pupil is asked to write in the home language and this is helpful in identifying the confidence and skills in composing a text.

6. A report will be produced and sent to schools with recommended strategies and actions resulting from the assessment. The report also includes EAL Language Descriptors highlighting the language the pupil has used in oral and written samples.

7. The school will be encouraged to monitor the progress at least half termly using the language descriptors to track the progress of the pupil.

Language development varies according to the individual needs of a pupil learning another language. Research shows that children take up to two years to develop social language (playground/street survival language) BUT it can take from five to seven years to become fully skilled to meet the demands of the curriculum.

1.7 Useful Contacts for Stockport Schools

Ethnic Diversity Service
0161 477 9000
eds.admin@stockport.gov.uk

Psychology Service
0161 474 3870
c&yppsychologyservice@stockport.gov.uk

Behaviour Support Service
0161 437 4956
bss@stockport.gov.uk

Learning Support Service
0161 428 8260
lss.reception@stockport.gov.uk

Sensory Support Service
0161 474 3906
headteacher.sensorysupport@stockport.gov.uk

Speech and Language Therapy Service
0161 426 5200
cypdisp@nhs.net

www.learningleads.org.uk

EAL pupils and Special Educational Needs
Part Two: School Self-Evaluation

Leadership and Management

All maintained schools have statutory duties to meet the needs of pupils with SEN. When considering the needs of EAL pupils who may also have SEN, then it is important to take account of their home language development, amount of exposure to English and cultural differences that may impact on their learning.

At times EAL may cause difficulty in identifying whether a bilingual pupil has SEN or not. There could be over or under-identification in relation to different ethnic groups. Therefore it is important for schools to manage the assessment process so that EAL pupils receive the support that they need.

Research shows that EAL pupils with SEN may be later than other pupils to be identified as having difficulties. It is recommended that EMA Staff work closely with the SENCO and learning needs staff to avoid this. (Deponio et al, 2000) In schools where there is no specialist EMA staff, then the SENCO needs to work closely with the Ethnic Diversity Service.

In striving to meet pupils' wide ranging needs and in creating an inclusive environment for all, schools will need to constantly examine their practices and question processes that may lead to inequality. They must ensure that they comply with the Equality Act 2010. This needs to involve school staff, governors, parents and other community members in creating an inclusive culture.

The EAL and SEN School Self Evaluation Checklist on the following pages is designed to help schools to prioritise actions. If you need assistance with carrying out this evaluation, contact the Ethnic Diversity Service.

EAL & SEN School Self Evaluation Checklist

Leadership and Management

	YES	NO	ACTION
1. The school offer should ensure that the individual needs of EAL pupils with SEN are well provided for.			
2.Pupils with SEN are monitored by ethnicity, gender and languages.			
3. The school's SENCO works in partnership with a specialist EMA teacher to identify, assess and plan support for EAL pupils with SEN			
4. Key school members of staff working with identified pupils are aware of their cultural and linguistic needs and have received training.			
5. The needs of pupils with SEN and EAL are included in the information and objectives published by the school to meet the specific duties of the Public Sector Equality Duty of the Equality Act 2010.			
6. School admission procedures include the collection of all relevant information e.g. home language(s), previous schooling.			
7. The school monitoring process ensures that in-class support and intervention programmes are supportive of inclusion for EAL pupils with SEN			

EAL & SEN School Self Evaluation Checklist (cont.)

Teaching and Learning

	YES	NO	ACTION
8. Curricular and language development targets show high expectations for EAL pupils.			
9. Planning and teaching takes into account language learning needs as well as curriculum learning needs of EAL pupils.			
10. SEN strategies or materials are selected or adapted to meet linguistic and/or cultural needs.			
11. Pupils with EAL use their first language(s) for learning and to promote self-esteem.			
12. The school knows if the pupil attends a supplementary or community school and about progress made.			
13. The school is aware of all the languages spoken by children at home.			
14. The school collects information about the rate of progression and levels of competence in language development.			
15. Progress data is used to help identify SEN and inform learning.			
16. Assessment procedures incorporate monitoring of teaching strategies and classroom environments.			
17. The school is visibly welcoming to all pupils, parents and carers including pupils with specific needs.			
18. Information about the school is accessible to all regardless of home language(s).			

EAL & SEN School Self Evaluation Checklist (cont.)

Teaching and Learning

	YES	NO	ACTION
19. It is clear from the school environment that the diversity of pupils and their backgrounds is part of the school's ethos.			
20. The majority of books and resources in the classroom, including those for SEN, reflect the pupils' cultural and linguistic backgrounds.			

Parents and the Community

	YES	NO	ACTION
21. The school is aware of how to access an interpreter when required.			
22. Parents from minority ethnic backgrounds are actively involved in the school community.			
23. The school website is accessible to parents from different linguistic backgrounds.			
24. Assessments include information from parents about their child's and their own cultural, educational and linguistic experiences.			
25. Parents are advised by staff to maintain the home language.			
26. Parents are empowered to be involved in the pupil's learning.			
27. Support mechanisms are in place to support parents' understanding of the SEN system at classroom and policy level.			
28. The school encourages parental voice to influence policy and practice.			

Part Three: Supporting Documents

Parent Advice Sheet: The Benefits of Bilingualism

Teacher Self-Evaluation Checklist- How well do I meet the needs of my EAL pupils?

Suggestions for Short Term Support for Children and Young People who are Traumatised

Stress Indicator Checklist

SEN+EAL Features to Aid Identification

SEN+EAL Strategies for Inclusion

Prompt Sheet for Interview with Parent/Carer

Prompt Sheet for Interview with Pupil at Key Stage 2/3

Level Descriptors – Speaking and Listening, Reading & Writing

Parent Advice Sheet: The Benefits of Bilingualism

(Produced with advice from the Psychology Service and Speech and Language Therapy Service).

- Children who learn more than one language will have many benefits in school and throughout their life. They will have the intellectual advantage of being able to transfer learning from one language to another, which may also lead to improved academic achievement.
- Young children can learn languages more easily than adults. They can usually learn two or three languages at the same time without any problems.
- The first language they learn at home is the basis for any new languages later. Children will learn additional languages, such as English, more easily if their first language is well developed and maintained.
- Don't worry if your child mixes the languages a little at first. This is normal, and will pass with a little more time.

How you can help your child

- You can help your child develop language best by using your own first language with them. This is because you know this language very well and can use it most consistently and naturally with young children.
- Different family members can use different languages with your child at home. Your child will learn these home languages.
- Enable your child to connect with your family and culture by using your home languages with him or her.
- It is important to keep developing your child's home language, even when he/she has started to learn English as well. This will help him/her to learn more complicated English as he/she gets older. It will also give him/her the advantages of knowing more than one language well when he/she is older. He/she will be able to communicate with members of the family, such as grandparents, who do not speak English.
- Provide regular time for conversation and talking about school, books and events in your child's first language.

Remember, your child is very fortunate to have the chance to know more than one language well. Do everything you possibly can to help him/her keep this important advantage for life.

Teacher Self-Reflection Checklist - How well do I meet the needs of my EAL pupils?

Classroom Interaction

1. Who do I choose to answer questions?
2. Do I always use 'hands-up' or do I target individuals?
3. Do I make full use of teaching and learning strategies e.g. Visual, Auditory, and Kinaesthetic (VAK)?
4. Do I know all I need to about the implications of pupils' different cultural backgrounds?
5. Do I understand how pupil's personal, cultural and religious experiences might affect my perceptions of his/her behaviour?
6. Do I have a range of strategies to avoid confrontation?
7. Do I have concerns that I feel less confident in dealing with some groups of pupils?

Pastoral Care and Relationships

1. Do I really listen to the concerns of my EAL pupils, and do I understand what they may be about in terms of culture and background?
2. Could there be any issues such as prejudiced related racism and bullying that could be affecting the learning of EAL pupils?
3. Do I know enough about EAL pupils' lives outside school and where can I go to find out?

Monitoring and Evaluation

1. Do I monitor and track pupil progress? How often do I do this?
2. Do I analyse this by gender and ethnicity?
3. Do I use the findings to evaluate what I do?
4. Do I blame the pupils for their lack of performance in tests and exams?
5. Do I use rewards and censures fairly? How do I know? How can I check?

Learning Resources

1. Do the resources I choose reflect the diversity of experience of my pupils?
2. Are there positive images and experiences used for learning that all groups can relate to?
3. Does my display space reflect linguistic and cultural diversity?
4. Do I need to find out more about how to do this?

Parents

1. Do I make assumptions about the parents of EAL pupils and what help they may need?
2. Do I try different approaches to help parents get involved in supporting their children's learning?
3. Do I request interpreters if the parents have limited English?
4. Do I need to find more opportunities to talk to reluctant parents?
5. How do I know? How can I check?

Suggestions for Short Term Support for Children and Young People who are Traumatised

- Try to find somewhere in school where they feel safe and make this available to them as a 'safe place'.
- They will also need a Key Person who can respond to them and has some flexibility to be there when they need them. This person will need to find out as much as they can about what the child/young person has experienced as quickly as possible to help understand why they are reacting the way they are.
- Find out from them and their parents/ carers if there are any sights, sounds, smells and/or sensations that they are likely to react to and try to avoid them coming into contact with these - loud unpredictable noises are often triggers. Educate staff and peers so that they understand how to approach the child/young person and that certain looks and styles of approach could be very difficult for them to cope with. Children/young people are very likely to either 'flee' i.e. run off and/or hide or go on the attack (this can be quite extreme aggression) and staff and peers need to understand this.
- Try to help them by using 'grounding techniques'; these make use of all the senses. Find out from them and their parents/carers what is calming and soothing for them across all sensory domains: -
  - What might they be able to look at - for example a photo of a particular place or person, a calming picture that reminds them of a happy time or place – lights/movement?
  - What might they be able to listen to that calms them – sound effects or music – a recording of a person's voice?
  - What might they be able to smell which calms them – oils/ natural smells?
  - What might they be able to taste that calms them – reminders of comfort?
  - Is there specific touch that they might like – a soft blanket/a cuddly toy/certain textures they like – sand, play dough, clay, bubble wrap

Use these techniques to help calm them when they are over-aroused or distressed and suggest their use if you can pre-empt distress – they can be used in the 'safe place' or other spaces in the classroom/nursery

- Find out what they like doing best – are there activities which are calming for them – going for a short walk, bouncing a ball, tapping an instrument – often repetitive activities are calming. Build these into the day and allow some flexible use.

Stress Indicator Checklist

Name of Pupil:	Date of Birth:		Home Language/s:
Gender:	Year Group:		Postcode:
School:	Name of Teacher:		Date of Checklist Completion:
English Language Levels:	Listening and Speaking:	Reading:	Writing:

Tick the appropriate areas on the stress indicator checklist	Tick
1. Repetitive play; repetitive drawings as a consequence of intrusive thoughts about traumatic events	
2. Poor concentration, daydreaming	
3. Feeling very restless/overactive	
4. Memory impairment	
5. Marked and unexpected responses to specific noises or events	
6. Being irritable	
7. Aggressive behaviour, feelings of anger or frequently fights, as a consequence of past experience of violence or a reaction to circumstances	
8. Sudden change in behaviour	
9. Tiredness or lethargy	
10. Being withdrawn	
11. Confusion	
12. Loss of interest or motivation	
13. Being isolated	
14. Not thriving	
15. Interrupted or uneven development	
16. Loss of previously gained skills	
17. Self-injury or self-abusing behaviour	
18. Crying and feeling an overwhelming sadness	
19. Unexplained head pain, stomach pain or other pain	

Stress Indicator Checklist (cont.)

20. Incontinent in school, wetting/soiling	
21. Unusual body weight loss or gain	
22. Poor self-care skills	
23. Nightmares and disturbed sleep	
24. Being very nervous and fearful	
25. Difficulties in forming relationships with other children	
26. Missing school regularly/truanting	
Other concerns:	

With thanks to Manchester City Council

SEN+EAL Features to Aid Identification

Category	SEN Features: some of the following;	EAL interacting features, non SEN; may lead to under/over identification	Socio-cultural interacting factors (=over/under identification)
Cognition and Learning (Specific difficulties in reading, writing and or numeracy or more general difficulties involving understanding across a wider range of curriculum areas).	**Poor Memory** for sounds, names, letters, language. Difficulties with **speed of processing, coordination**, and/or conceptual development.	When **new (1-2years) to English** and processing in 2 languages; Different script, letter/word order, sounds. Lack of vocabulary and understanding. **When 2-7years learning English;** Comprehension of abstract and unfamiliar language is lower than non bilinguals.	**Curriculum experience** if any, in prior education may be very different in extent, content and approach. **Differences in home school** literacy/numeracy practices **Parents** Different attitudes to parental involvement.
Social, Emotional and Mental Health (Includes within child; ADD and external social/ emotional)	e.g. **Hyper Activity,** Defiance, **Stress**, **Socialisation**, lack of co-operation, sharing, **Socio economic status** can be a factor. Persists over time.	**Inappropriate** language/ body language, behaviour, due to **Lack of understanding.** Daydreaming. Frustration due to lack of achievement **Inability to socialise,** due to lack of language. Loneliness. May decrease as child learns language.	Different **cultural** recipes for behaviour. **Lack of continuity** of prior circumstances, schooling or caring. **Racism or bullying** due to difference. **Trauma** from refugee experience. **Frustration** due to lack of affirmation of ability, identity. May decrease as child settles.
Communication and Interaction (Speaking and Understanding)	Late **language development**, Difficulties with articulation of speech sounds. Grammar, Vocabulary understanding/ production. Disordered speech. Lack of empathy. Sometimes family trait.	**New arrival** - silent period 6-8 months or inappropriate utterance due to formulaic speech. Temporary regression in first language on commencing school is not an impairment. Difference between LI&L2 in tone and sound. **Within 2 years** Conversational fluency expected. **Up to 7 years** Comprehension/ grammar differences.	**Cultural differences** with oral **communication**, and social expectations. Different child rearing **styles** re independence. Home/school **learning style** differences. **Socioeconomic circumstances.** Family fear, hostile environment. Isolated circumstances.
Sensory and/ or Physical Needs	Hearing, Visual, Movement.	Difficulties operating in two languages with additional sensory needs means that full assessment of functional hearing and vision as an intergral part of a multi-agency assessment is needed for the C&YP's additional needs to be accurately assessed in both the educational setting and in the family.	Identity - e.g. member of ethnic minority and deaf community.

SEN + EAL Strategies for Inclusion

Category	SEN teaching and learning approaches and strategies	EAL teaching and learning approaches	Teaching and learning approaches – Identity
Cognition and Learning (Literacy, numeracy, curriculum)	Focus on print and words. Traditional view of language. Differentiation involves; smaller steps, working to earlier objectives, Structured, sequential, multi-sensory approaches ego direct phonics Inclusive classroom approaches Pictures to aid memory, real objects to feel. Inference training.	Support for first language and through first language. Whole language approach. Age related curriculum objectives but access through key visuals for meaning, concepts. Key vocabulary and language identified, modelled and practiced in co-operative group work. Conceptual development assured. Scaffolds and prompts to support sentence grammar and writing.	Fill in gaps. Link lessons, texts with cultural schema and prior learning. Knowledge of prior literacy informs Catch up literacy programme. Supply missing knowledge of various written genres or literacy experiences.
Social, Emotional and Mental Health (Inc ADD and social/emotional)	Behaviourist rewards, classroom environment, management. Cognitive, counselling Social, work with parents. Therapeutic approaches. SEAL	As above- ensuring access to the curriculum, bilingual prompts for learning, value of first language in school, welcoming different languages, Buddy, grouping with children of cognitive ability.	Lessons to take into account learning style, wholistic, active as appropriate. Identity, culture affirmed in curriculum and resources. Parental involvement in classroom. Mentoring, counselling, role models to include identity; Self esteem as being from another culture and English.
Communication and Interaction (Speaking and Understanding)	Visual timetable, Maketon signs, Referral to speech therapy. Assistance with speech production. Traditional within child focus on words and questions. Matching words and letters. Social stories, Narrative therapy.	Promote additive development in LI & L2. Communicative approaches to provide context. Comprehensible input and scaffolded output; good language models, Rich language environment. First steps and talking partners techniques.	Awareness of cultural differences in oral interaction, expectations of teaching. Choice of appropriate interaction and target socio cultural vocabulary. Support identity and inclusion in resources and ethos of school and class. Counter racism.
Sensory and/or Physical Needs	If there are concerns regarding hearing and vision refer to the Sensory Support Service: Teachers of the deaf, teachers of the visually impaired will advise on strategies, adaptation of the physical environment and resources and support.	As above as appropriate.	As above as appropriate.

Prompt Sheet for Interview with Parent/Carer

School:
Name of parent/carer:
Date:
Staff involved:
Interpreter:

Reason for Interview:
Childs Strengths:

Questions about the child/family's educational experiences including dates, places, curriculum, teaching style familiar to the child, supplementary school, home literacy. **Any parental concerns?**
Questions about the child's emotional development: (if applicable) who he/she interacts with most, behaviour, attitudes to school and children. Signs of stress. **Any parental concerns?**

Prompt Sheet for Interview with Parent/Carer (cont.)

Questions about language development milestones (if applicable): Age at which exposed to how many languages. Was he/she earlier or later than siblings/peers in language development? **Any parental concerns?**
Questions about physical development: Sight, hearing, movement, medical problems. **Any parental concerns?**
Information the parent needs from school in order to support the child:
Outcomes of meeting and future action: **School:** **Parent:**

Prompt Sheet for Interview with Pupil at Key Stage 2-4

(Prompts questions **from which to select or add to** when preparing interview, and for translation where appropriate)
Questions about countries, languages and experiences: e.g. Where were you born? Where have you lived? (details) Where do you like best? What languages/dialects do you speak? (where applicable) What is your strongest language?
Questions about prior education: e.g. Where did you go to school? What subjects did you study? Was it the same/different to school in England, why? What school did you like the best?
Questions about present home and community: e.g. Who do you live with? What do you like to do at home? When are there problems? Who helps with school work at home?

Prompt Sheet for Interview with Pupil at Key Stage 2-4 (cont.)

Questions about school: e.g.

What is your favourite subject?

What do you not like?

What can teachers do to help you understand best?

- **Tell you**
- **Show pictures**
- **Give things to do**

What/when do you not understand?

When do you feel bad?

Who is the person who helps you the most?

Questions about school – relationships: e.g.

Do you get on with teachers?

Do you get on with other people?

Who are your friends?

Do you know what racism is?

Do you experience racism?

Other questions/information:

EAL LANGUAGE DESCRIPTORS
- Listening & Understanding

LEVEL	DESCRIPTORS	DATE ACHIEVED
S1 STEP 1	• Pupils listen attentively for short bursts of time. • They use non-verbal gestures to respond to greetings and questions about themselves. • They follow simple instructions based on classroom routines. • Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. • They express some basic needs, using single words or phrases in English.	
S2 STEP 2	• Pupils understand simple conventional English. • They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations. • Pupils copy talk that has been modelled. • In their speech they show some control of English word order and • Their pronunciation is generally intelligible.	
S3 Threshold	• With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. • They listen attentively to a range of speakers, including teacher presentation to the whole class. • Pupils speak about matters of immediate interest in familiar settings. • They convey meaning through talk and gestures and can extend what they say with support. • Their speech is sometimes grammatically incomplete at word and phrase level	
S4 Secure	• In familiar contexts, pupils follow what others say about what they are doing and thinking. • They listen with understanding to sequences of instructions and usually respond appropriately in conversations. • Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. • What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. • Pupil convey meaning, sustaining their contributions and the listeners' interest	

LEVEL DESCRIPTORS - Speaking & Listening (cont.)

LEVEL	DESCRIPTORS	DATE ACHIEVED
S5 Consolidating	• Pupils can understand most conversations when the subject of the conversation is more concrete than abstract and where there are few figurative and idiomatic expressions. • Pupils begin to engage in dialogue or conversation within an academic context. • In developing and explaining their ideas they speak clearly and use a growing vocabulary • Pupils begin to show confidence in talking and listening, particularly where topics interest them. On occasions, they show awareness of the needs of the listener by including relevant detail. • In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. • They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used.	
S6 Competent	• Pupils can participate as active speakers and listeners in group tasks. • They understand most social and academic school interactions delivered at normal speed. • Pupils use language appropriately across the curriculum for different academic purpose (e.g. explaining)-some minor errors may still be evident. • They are able to use more complex sentences. • Pupils talk and listen confidently in different contexts, exploring and communicating ideas. In discussion, they show understanding of the main points. • Through relevant comments and questions, they show they have listened carefully. • They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. • They are beginning to be aware of standard English and when it is used	

LEVEL DESCRIPTORS - Speaking & Listening (cont.)

LEVEL	DESCRIPTORS	DATE ACHIEVED
S7 Independent	• Pupils have a range of listening skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English. • Pupils have a range of speaking skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English. • Pupils talk and listen with confidence in an increasing range of context. • Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their o pinions clearly. • In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas and views. • They use appropriately some of the features of standard English vocabulary and grammar.	

LEVEL DESCRIPTORS – Reading

LEVEL	DESCRIPTORS	DATE ACHIEVED
S1 Step 1	• Pupils participate in reading activities. • They know that in English, print is read from left to right and from top to bottom. • They recognise their names. • They recognise familiar words. • They identify some letters of the alphabet by shape and sound.	
S2 Step 2	• Pupils begin to associate sounds with letters in English. • They begin to predict what the text will be about. • They read words and phrases that they have learned in different curriculum areas. • With support, they can follow a text read aloud.	
S3	• Pupils can read a range of familiar words and identify initial and final sounds in familiar words. • With support, they can establish meaning when reading aloud phrases or simple sentences. • They can use contextual cues to gain understanding. • They respond to events and ideas in poems.	
S4 Secure	• Pupils use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. • They comment on events or ideas in poems. • They comment on events and ideas in stories and nonfiction texts.	

LEVEL DESCRIPTORS – Reading (cont.)

LEVEL	DESCRIPTORS	DATE ACHIEVED
S5 Consolidating	• Pupils use more than one strategy, such as graphic, phonic, syntactic and contextual cues in reading unfamiliar words and extracting information from a variety of texts. • From Key Stage 2 onwards reading has typically begun to be a tool for learning rather than a process which is an end in itself. • Pupils' reading of simple texts shows understanding and is generally accurate. • They express opinions about major events or ideas in stories, poems and non-fiction. • They use more than one strategy, such as phonic,	
S6 Competent	• Pupils understand many culturally embedded references and idioms, but may still require explanations. • From Key Stage 2 onwards pupils can read a range of complex texts starting to go beyond the literal by using some higher order reading skills such as inference, deduction and hypothesis. • Pupils read a range of texts fluently and accurately. • They read independently, using strategies appropriately to establish meaning. • In responding to fiction and non-fiction they show understanding of the main points and express preferences. • They use their knowledge of the alphabet to locate books and find information.	
S7 Independent	• Pupils have the range of reading skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English. • In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters. • They begin to use inference and deduction.	

LEVEL DESCRIPTORS – Writing

LEVEL	DESCRIPTORS	DATE ACHIEVED
S1 Step 1	• Pupils use English letters and letter-like forms to convey meaning. • They copy their names. • They write their names and familiar words. • They write from left to right.	
S2 Step 2	• Pupils attempt to express meanings in writing, supported by oral work or pictures. • Generally their writing is intelligible to themselves and a familiar reader and shows some knowledge of sound/letter patterns in English spelling. • Building on their knowledge of literacy in other languages, pupils	
S3 Threshold	• Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. • Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation	
S4 Secure	• Pupils use phrases and longer statements which convey ideas to the reader, making some use of full stops and capital letters. • Some grammatical patterns are irregular and pupil's grasp of English sounds and how they are written is not secure. • Letters are usually clearly shaped and correctly orientated.	

LEVEL DESCRIPTORS – Writing (cont.)

LEVEL	DESCRIPTORS	DATE ACHIEVED
S5 Consolidating	• Pupils are able to produce written outcomes using a range of appropriate grammatical structures when given 'scaffolding' support such as writing frameworks and a specific focus on the linguistic requirements of different kinds of writing. • Pupils' production is more limited when they receive no such support. • Pupils are beginning to understand that different contexts require different forms of expression and they will be attempting to respond to this understanding in their writing. • Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. • Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. • Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. • In handwriting, letters are accurately formed and consistent in size.	
S6 Competent	• Pupils can produce appropriately structured and generally accurate work in a variety of familiar academic contexts with few errors and without support. • They will still require support to develop the organisational skills and appropriate linguistic forms for new contexts. • Pupils' writing is often organised, imaginative and clear. • The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. • Sequences of sentences extend ideas logically and words are chosen for variety and interest. • The basic grammatical structure of sentences is usually correct. • Spelling is usually accurate, including that of common, polysyllabic words. • Punctuation to mark sentences – full stops, capital letters and question marks – is used accurately. • Handwriting is joined and legible.	

LEVEL DESCRIPTORS – Writing (cont.)

LEVEL	DESCRIPTORS	DATE ACHIEVED
Independent	• Pupils have the range of literacy skills necessary to participate fully within the curriculum and can be fairly assessed by using only the National Curriculum for English. • Pupils' writing in a range of forms is lively and thoughtful. • Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. • Vocabulary choices are often adventurous and words are used for effect. • Pupils are beginning to use grammatically complex sentences, extending meaning. • Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. • Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within the sentence. • Handwriting style is fluent, joined and legible.	

An interpreting service is available, if you need help with this information.

Please telephone Stockport Interpreting Unit on 0161 477 9000. Email: eds.admin@stockport.gov.uk

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