

Guidance for Establishing Whether Children and Young People with English as an Additional Language (EAL) may also have “Special Educational Needs” (SEN)

Guidance for all school staff on effective intervention

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The reference to children and young people with “EAL” throughout this document refers to all children and young people who are learning English as an additional language. This would apply to any stage in the child’s language acquisition e.g newly arrived pupil with limited English language skills or an advanced bi-lingual learner who is not making the expected progress.

1 Introduction

1.1 General Principles and Background to this Guidance

Pupils in the process of acquiring English as an Additional Language (EAL) should be viewed as emergent bilingual or multi-lingual pupils with existing language skills and knowledge which are transferable to other languages. Bilingualism or multilingualism is an asset and a child or young person’s first language is a tool through which subsequent languages will be acquired. Children and young people’s language development is founded on their existing and developing first language skills and they will always benefit enormously if they are given opportunities to continue to develop their first language alongside English.

It is not always easy to ascertain whether a pupil with EAL also has “Special Educational Needs” (SEN). There is no evidence that the prevalence of ‘SEN’ in this group is any higher than amongst those with English as their first language group but sometimes there will be an overlap and clear process to accurately define needs are crucial.

This guidance sets out what all school staff and SENCos can do in order to reach an informed decision about whether children and young people with EAL may also have SEN, so that effective intervention can be planned.

It is important that this process is clear, not only to meet individual pupils’ needs, but also to address the serious over-representation of many groups of EAL pupils on the SEN Code of Practice in Bristol schools.

This guidance is based on a very helpful publication produced in Birmingham and Sandwell (2003), ‘**Distinguishing the Difference - SEN or EAL**’. This guidance also draws on national and local policies on educational inclusion, raising standards of achievement and promoting race equality, and the SEN Code of Practice. Schools should also refer to “Leading on Intervention” – from the National Strategy which advocates a “systematic approach based on three waves of teaching and intervention” (DfES, 2006).

Schools can make a significant difference to how well pupils with EAL and SEN are included and supported as part of their overall inclusion strategy, and this guidance has checklists to help focus on this.

The process that is recommended for establishing whether children and young people with EAL may also have SEN set out in this guidance consists of the following steps:

- 1. Ensuring there is an inclusive, supportive learning environment for pupils with EAL**
- 2. Gathering information and evidence on progress**
- 3. Logging any concerns and investigating whether SEN are also present**
- 4. Planning and implementing the intervention**

(A flow chart showing the detail of the steps is on page ?).

This guidance also provides several checklists and proformas for gathering information and helping to make informed decisions, and these can be used alongside the process outlined above.

1.2 Challenges affecting the achievement of pupils with EAL

Children and young people with EAL are a diverse group, with a wide variety of languages and dialects, socio-economic backgrounds, cultural, religious and family values, past experiences, and varying access to previous informal and formal educational experiences.

In addition to the above challenges, some bilingual or multilingual pupils may also have SEN, within the same range as all children. There will be a wide variety of starting points for pupils in acquiring English as an additional language and a variety of factors affecting their progress.

Some pupils newly arrived in the UK have had no prior formal schooling, or alternatively some may have experienced an educational system which is similar to ours and have reached equivalent benchmarks, and only have the need for English acquisition. On the whole, this latter group make better progress than the average in our schools.

Within schools, EAL learners have to:

- learn a new language
- learn the curriculum in the new language
- use the new language to develop new concepts, which are sometimes quite abstract
- use the new language to develop literacy skills
- adapt to what may be the unfamiliar processes and cultures of a formal learning environment

The task facing EAL learners is complex, and the difficulties a pupil has may be mistaken for difficulties with learning or behaviour due to “Special Educational Needs”. On the other hand, EAL learners with “Special Educational Needs” may not be accessing appropriate learning support because their SEN may not be recognised due to the challenges of EAL. It is therefore important to have a process to clarify what support is necessary.

1.3 Particular challenges for young asylum seekers or refugees

There are specific challenges for those pupils who are asylum seekers and refugees. They may have undergone trauma, or several relocations, making it difficult to settle and learn. Their language skills will vary considerably depending on their previous educational experience. They can be particularly vulnerable for a number of reasons:

- Prior to arrival in the UK they may have experienced loss of family members and home, and witnessed or been victims of war and violence;
- They have frequently faced highly stressful journeys to this country;
- On arrival they face life without their close family and without the support of social and cultural networks;
- They may also experience suspicion and disbelief of their story;
- There may be uncertainty regarding asylum status, and temporary placements in foster care or children’s homes;
- They may experience hostility from the local community, often linked with media coverage and this can exacerbate the effects of traumatic loss and increase the risk of psychological distress including post-traumatic stress disorder, anxiety and depression.

As a result of their experiences, these children and young people frequently have difficulty with attachment, trust and safety. This is sometimes in evidence when they are expected to work in groups or meet unfamiliar adults. Whilst unaccompanied minors and young asylum seekers may have survived traumatic experiences, they are in a completely new cultural context in the UK and experience all the associated vulnerabilities this new context can bring. They are vulnerable to exploitation and there are examples of young people accepting bullying believing this to be normal behaviour.

It is important to make no assumptions about the young person and their history and work to understand their experiences, their values and the context in which they are living. They can often be living on a knife-edge with decisions relating to their housing or asylum status pending and about to disrupt their life.

Asylum seekers may not feel welcomed by schools because of perceived difficulties in meeting their needs, and possible admission problems. In school they may face difficulties as a result of the need to acquire English as an additional language, sometimes because their own educational history has been broken by war or frequent moves, and also because of issues around establishing age and levels of

achievement.

Despite these difficulties it should not be assumed that young asylum seekers are traumatised and in need of psychological intervention. They often show great resilience in the face of adversity, have high aspirations, value education and go on to build successful lives for themselves. School is an important place providing security and normality for young asylum seekers. Practical steps such as a good planned induction programme, mentoring and befriending schemes, are important (DECP, 2006).

1.4 Unaccompanied children

There are particular issues facing unaccompanied asylum seekers or refugees. All unaccompanied children under 16 should be assessed under section 20 of the Children Act, which places a duty on the Local Authority to 'look after' a child in need. They should be consulted about placement, and have a care plan outlining details of support needed and agencies involved. They should also have a Personal Education Plan in school and be supported through the Children Looked After processes (ref: DECP, 2006).

It is important that issues are dealt with in school, but also that other agencies are involved. For example contacting your Educational Psychologist, to work at either a whole school level on issues such as anti-bullying strategies, or individual work such as advice on post traumatic stress; looking at behaviour issues with the support of the pupil support team, drawing on the advice of the Learning Improvement Team, and involving the Education of Children Looked After Service (ECLAS).

2. Background Information

2.1 SEN Code of Practice

The SEN Code of Practice (2001) states that ‘**a lack of competence in English must not be equated with learning difficulties**’ and that ‘**very careful consideration should be given to the identification and assessment of the special educational needs of pupils whose first language is not English, taking into account the context of the home, culture and community.**’

The Code also warns that lack of progress will not always be due to a pupil having EAL, it will sometimes be because of learning difficulties.

To help establish whether pupils have SEN or EAL development needs, the SEN Code of Practice recommends schools:

- Ensure there is rigorous tracking of pupils’ performance and progress across different subjects and activities.
- Make a full assessment of the pupils’ language skills including:
 - the languages they speak,
 - the exposure they have had to each of these languages,
 - their current use of each of them,
 - their proficiency in them.

It is also recommended that schools use this information for planning further work.

The SEN Code of Practice emphasises pupil participation and parental involvement. This guidance contains information about factors to take into consideration when communicating with parents whose first language is not English. Schools also need to ensure that pupils who have English as an additional language are able to communicate their views, and to be fully involved in decision making. This may require a community language interpreter (SEN Toolkit 2001, Section 4: paragraph 13) who should be trained and provided by the translation service. **Using relatives is not considered to be good practice.**

2.2 SEN/EAL and Early Years pupils.

One of the major components of removing barriers to learning is early intervention. In the Early Years Foundation Stage (EYFS) early intervention is integral to core provision and is reflected in all four guiding themes in the EYFS framework:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Alongside these four guiding themes, a key element of a principled approach is providing for equality of opportunity. In the new statutory framework clearly state that:

“Providers have a responsibility to ensure positive attitudes to diversity and difference - not only so that every child is included and not disadvantaged but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.” [Sections 1.14 and 1.15]

In the statutory guidance to which providers must have regard, it is also specified that:

‘practitioners should value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning. This is part of the respect for each child’s cultural background that is central in all early years’ provision. Alongside support in the home language, practitioners should provide a range of meaningful contexts in which children have opportunities to develop English. As they move into the KS1 curriculum, English will be crucial as the language they use to access learning.’

Providing support for first language is a basic provision entitlement and not additional and different.

If the Early Years Foundation Stage Framework is put into effect with rigour and principle, this should ensure that EAL children achieve proportionately as well as or above national expectation in the Foundation Stage Profile.

2.3 Developing English as an Additional Language – useful research information for school staff

Research has identified some useful information about developing EAL, and this section looks at:

- a. The ‘silent’ period
- b. The difference between everyday communication skills and cognitive/academic skills
- c. Information about the length of time it takes to learn English as an additional language

a. The ‘silent period’

When pupils are newly arrived in an English speaking environment, having limited or no English, they often go through a silent period. It may be from two weeks up to six months before pupils begin to speak the new language.

This is a normal part of the development of an additional language, and during this time the pupil will not be passive, but will be absorbing information through observation, listening, and relating new experiences to previous knowledge.

It is important that pupils are made to feel comfortable during this period, and that they should not feel under pressure to speak.

The silent period should not be a cause for concern, unless it becomes prolonged. Then it would need further investigation.

b. Developing two types of language:

Everyday communication skills/playground language and cognitive and academic skills/classroom language

In order to enjoy and achieve within schools, pupils need to be able to use both social, everyday communication skills and also the language skills which enable them to fully access the concepts and knowledge in the curriculum. Research has found that there is a distinction between how quickly and easily pupils acquire these two types of language skill.

Everyday communication skills/playground language (also called ‘Basic Interpersonal Communication skills’ – BICs)

Pupils with limited or no English often acquire everyday communication skills quite quickly. They learn how to communicate with friends in the playground, how to take part in games and to follow everyday instructions and activities. This allows pupils to develop and maintain social relationships, and pupils are often highly motivated and get lots of practice for this.

Everyday communication usually takes place face-to-face, so pupils also get information from the visual cues, gestures and body language others use.

Cognitive/academic language (also called ‘Cognitive/Academic Language Proficiency’ – CALP)

The language that pupils learn for their everyday communication and the language used in lessons is very different. Language within the classroom compared to the playground is often:

- more abstract
- has fewer contextual cues
- relies on prior knowledge (both of language and the subject)

Within class, skills such as hypothesising, evaluating, inferring, generalising, predicting and classifying are not always referred to explicitly, but are expected.

It is vital that we do not think that because a pupil has acquired social language competence that they will be able to cope with all the academic language demands of school. Schools can help by making the learning intentions and skills required for different lessons explicit (Cummins, 1984, in Rosamond et al, 2003, p19).

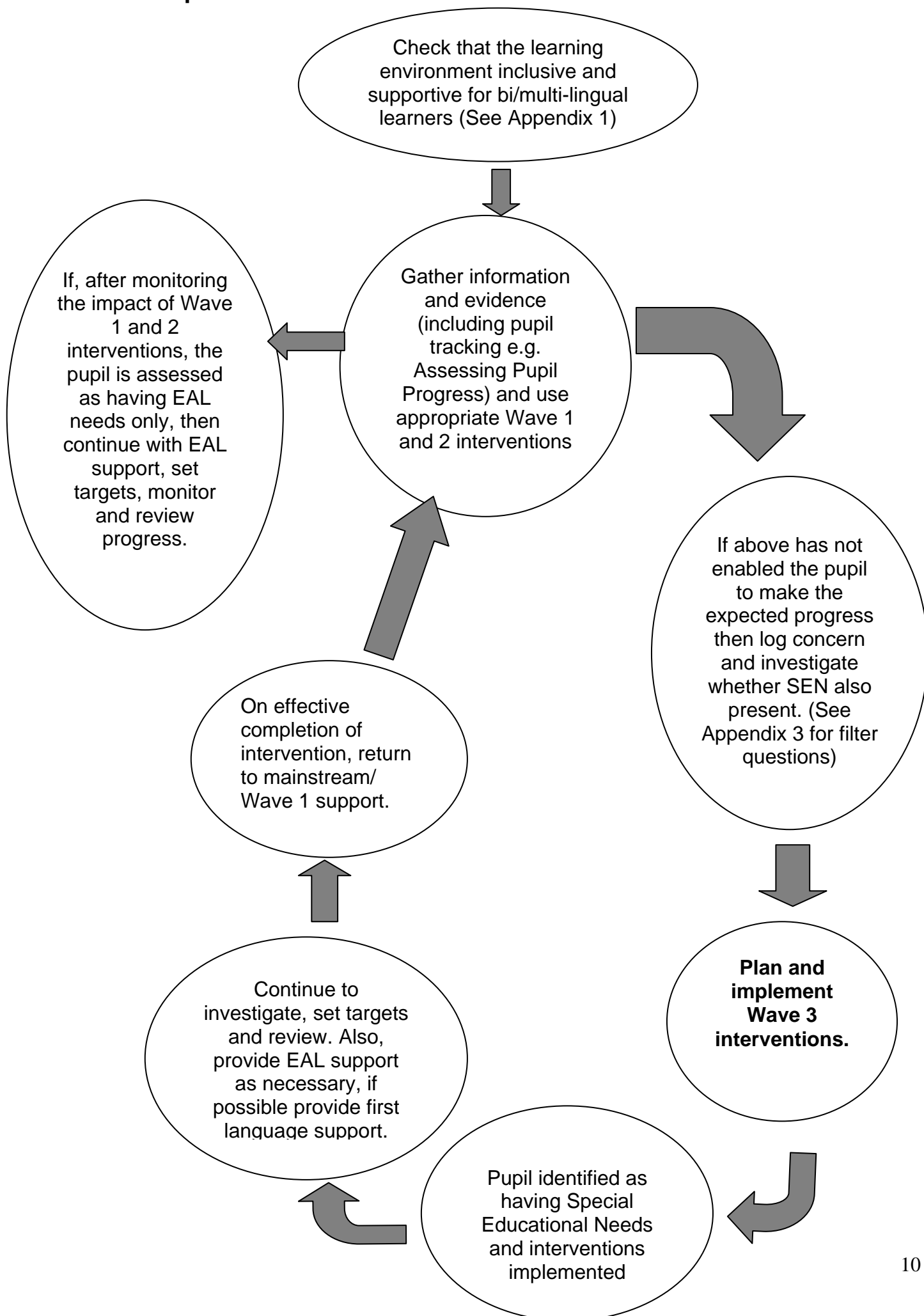
c. Length of time to acquire English as an Additional Language

Research suggests that pupils who are new to English can acquire social language skills within 2 years of arrival, but on average it takes 5-7 years to reach the same level of competence in academic language. Further research suggests that 5-7 years may be an underestimate for some bilingual pupils.

It seems that the more time a pupil had spent in school learning in their first language, the faster they were able to acquire academic language skills in English. It is thought that this is because the pupil is able to establish competence and confidence in underlying concepts using their first language, and can then translate these into English. If they have to learn concepts at the same time as struggling with the language they are conveyed in, the task is much more difficult.

3 The Process for distinguishing between EAL and SEN

3.1 Overview of process



3.2 Detailed Guidance of Actions to Take

Part of process	Actions to take	Resources to use
1. Creating an inclusive, supportive learning environment for pupils with EAL	<ul style="list-style-type: none"> • Fill out school admissions form with parents/carer, using a translator in order to ensure information is correct and discuss any issues specific to a particular child and family. 	
	<ul style="list-style-type: none"> • Follow school's induction and assessment process with interpreter if necessary. 	<ul style="list-style-type: none"> • Guidance on using translators and interpreters from Bristol City Council Translating and Interpreting Service: Equalities and Community Cohesion Team. Contact Yvonne Nunes: 0117 9224446 Fax: 0117 9222392 email: TIS@ bristol-city.gov.uk
	<ul style="list-style-type: none"> • Use checklist (such as example in Appendix 1) to consider any adaptations to make the educational environment as inclusive of pupils with EAL as possible. 	<ul style="list-style-type: none"> • Ethnic Minority Achievement Team (EMAT) tel: 9031365, Fax: 0117 9311619 or EMAS4Success website can offer advice and guidance for pupils new to English. http://emas4success.org/NewToEnglish/AdviceandGuidance/index.htm. • See also Appendix 1 In this pack 'Checklist of Good Practice'

	<ul style="list-style-type: none"> Follow guidance from Primary and National Strategy and on EMAS4Success website, contact EMAT if further advice is needed. 	<ul style="list-style-type: none"> http://emas4success.org/NewToEnglish/AdviceandGuidance/index.htm. New Arrivals Excellence Programme Guidance: Primary and Secondary National Strategies (DCSF 00650-2007BKT-EN)
	<ul style="list-style-type: none"> Information regarding good practice and the development of EAL pupils can be found in the following sources - 	<ul style="list-style-type: none"> “National Literacy Strategy – Supporting Pupils Learning English as an Additional Language” “Leading on Intervention” (DCSF, 2006) “Index for Inclusion” (CSIE, 2000) “Learning for All – Standards for racial equality in schools” (CRE, 2000) Refer and Advice and Guidance for Pupils New to English on the EMAS4success website (see above). Excellence and Enjoyment: learning and teaching for bilingual children in the primary years (DfES 0013-2006PCK-EN)
Part of Process	Actions to take	Resources to Use
2. Gathering information and evidence on progress	<p>... within school</p> <ul style="list-style-type: none"> Check where pupil is in terms of EAL development using ‘Language in Common’ and/or EMAT’s EAL Assessment Pack, and monitor whether an 	<ul style="list-style-type: none"> EAL Pupil Assessment Pack is available from EMAS4Success website http://emas4success.org/ A language in common: Assessing English as an additional language. National

	<p>appropriate level of progress is being made in regards to academic, social and language development needs.</p> <ul style="list-style-type: none"> • Bristol Local Authority has advised that P-Levels can be used for initial assessment and monitoring of pupils working below Level 1. The expectation is that National Curriculum Levels are used once the child has reached Level 1c. 	<p>Curriculum 2000 (QCA/00/584)</p> <ul style="list-style-type: none"> • The Dudley Language Descriptors contained in the Bristol Language and Achievement Profile (BLAP) available on the EMAS4Success website: http://emas4success.org/ . • See Appendix 3
	<ul style="list-style-type: none"> • Follow guidance on EMAS4Success website and actions suggested by EMAT staff. • Use action planning menu for early stage bilingual learners to help structure and monitor language development • Implement and monitor appropriate Wave 1 and 2 interventions (academic and social with particular reference to language support and meeting language demands for EAL pupils). 	<ul style="list-style-type: none"> • Action Planning for Early Stage Bilingual Learners document form EMAS4Success website http://wwwemas4success.org/ • Wave 1 and 2 guidance – see SENCo

	<p>...with outside agencies</p> <ul style="list-style-type: none"> • Ring EMAT Induction and Assessment Team to discuss an initial assessment. [A small fee may be payable] • Use information from EMAT initial assessment, including assessment of home language if possible. 	<ul style="list-style-type: none"> • EMAT Induction and Assessment Team at Woodward Community Resource Centre, Alexandra Park, Fishponds, Bristol BS16 2BG Tel 0117 3533300/3533296 Email: eiata@bristol.gov.uk (School can also buy places for pupils on a 2-week induction and assessment for new arrivals).
Stage of Process	Actions to Take	Resources to Use
<p>3. Logging concern and investigating whether SEN also present</p>	<ul style="list-style-type: none"> • Notify school Special Educational Needs Coordinator (SENCo) that there is a concern so that this is logged. • Get hearing/vision checked • Gather information from variety of sources, including: <ul style="list-style-type: none"> ▪ Parents/carers and any concerns they have ▪ Staff working with pupil ▪ Any assessments carried out ▪ Any progress noted as measured by “Language in Common”, BLAAP etc ▪ Evidence from school Wave 2 intervention. ▪ Attendance record • When the above have been gathered together it is good practice to 	<p>SENCo and SEN register</p> <ul style="list-style-type: none"> • ‘Language in Common’ • BLAAP on www.emas4success.org • School interventions at Wave 2 • Use Appendix 3 ‘filter questions’ at end of this pack, to check that all areas have been covered.

	<p>have a meeting to discuss the issues with parents/carers and in consultation with pupil. It would also be essential to have an assessment in a pupil's home language, to provide information about their level of understanding in their home language.</p> <ul style="list-style-type: none"> • At the meeting make a decision about whether appropriate to describe a pupil as having EAL needs, SEN and EAL needs, or whether further investigation necessary. 	
<p>4. Planning and implementing intervention</p>	<ul style="list-style-type: none"> • If it is felt that the pupil has EAL only, continue with appropriate support using EMAS and other resources as identified above. 	<ul style="list-style-type: none"> • See EMAT resources referred to above.
	<ul style="list-style-type: none"> • If it is felt that pupil has SEN in addition to EAL in line with school criteria the pupil may be placed on the SEN record at School Action. <p>In line with current best practice an intervention that addresses the main area of need should be planned (Wave 3). This should be recorded on the provision map.</p>	<ul style="list-style-type: none"> • Wave 3 – A Management Guide • SENCO oversees the additional / different provision in line with school policy. • SENCO to use school SEN register/list to record pupil. • Refer to the Code of Practice for SEN guidance. <p>Individual Education Plan (IEP) format form from Bristol (see Special Educational</p>

		Needs Handbook) and SEN intranet can be used, however traditional format IEPs are now being replaced with a 'Record of Intervention' linked to the provision map. This should include pre-intervention baselines.
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For more information on provision mapping refer to the 'Leading on Intervention'. Primary National Strategy 2006.

Checklist of Good Practice

Supporting pupils who are learning English as an Additional Language

General principles:

- ❑ Learning environment is welcoming and pupils feel safe, secure and confident enough to contribute
- ❑ Backgrounds and life experiences of all pupils are recognised and valued
- ❑ Bi/multi-lingualism and multi-culturalism are valued as an educational asset. Pupils are taught to appreciate and value their own and others' cultural traditions
- ❑ Pupils are able to work in an atmosphere free from bullying, racism and other forms of harassment
- ❑ There is active promotion of good relationships, including racial harmony
- ❑ Pupils are actively taught to understand and respect other people's feeling, values and beliefs
- ❑ Teaching resources are without bias, free from stereotyping and matched to the needs of pupils (including the particular needs of pupils learning EAL)
- ❑ First languages are used when appropriate to support learning
- ❑ Grouping strategies recognise learning and language development needs of pupils
- ❑ Bilingual support assistants are used when appropriate, and are trained and briefed appropriately

Planning:

- ❑ EAL support is planned collaboratively with EAL teachers, and LSAs are appropriately briefed

- ❑ Planning identifies EAL learners in need of additional support at all stages, not only those in the early stages of learning English, but also **more advanced learners** needing continuing support
- ❑ Planning identifies enhanced opportunities for speaking and listening
- ❑ There is a clear focus on both the language requirements and the subject content of lessons
- ❑ Flexible grouping strategies are used that recognise both the learning needs and language development needs of EAL learners. They are encouraged to work in groups/pairs with fluent English speakers, who can provide good models of English, and when appropriate, with pupils who share the same first language to enable them to talk through ideas in greater depth and help each other
- ❑ There is monitoring, reviewing and evaluation to assess how well language and learning objectives are being met
- ❑ Assessment information informs future language and subject teaching

Teaching methods/strategies:

- ❑ Lessons draw on pupils' prior knowledge and experience
- ❑ Lessons include strategies that help EAL learners to internalise and apply new subject-specific language
- ❑ A rich background of contextual support is provided to reinforce language learning and facilitate pupil participation, such as adapted materials, additional resources and visual support e.g. objects/artefacts; pictures, photos and symbols; lists of key words; prompt sheets, writing frames; diagrams, graphs, charts; facial expressions, body language, gestures, tone of voice, stresses in voice
- ❑ Opportunities are provided for key language to be spoken and written, and for pupils to use key language in the context of the topic
- ❑ Opportunities are provided for first language use to support cognitive/academic development, enhance understanding and support the development of English
- ❑ Scaffolding is used to support language learning and subject content e.g. key words lists, with picture support if necessary; word banks, picture prompts, sequencing cards, sentence maker and picture/bilingual

dictionaries to support writing; dual language materials; key visuals; writing frames, sentence starters, summaries of key points, key vocabulary, oral rehearsing before writing

Resources required:

- First language resources including dictionaries
- Glossaries
- Personal vocabulary books
- Visual organisers and visual aids (charts, diagrams, objects, pictures etc)
- Visual aids that are culturally relevant and positive images of other cultures/countries
- Use of ICT to provide interactive learning
- Key words

Support for homework:

- Clearly explained, e.g. length, content, structure, main points
- Language and subject learning objectives are reinforced
- Additional materials or support available

Appendix 2 – Practical advice from Bristol Early Years Team and the Bristol Ethnic Minority Achievement Service.

“Supporting children with English as an additional language in the Foundation Stage”

Developed by Shashi MacGregor , Early Years Race Equality Officer and Alison Cameron EMAT Induction and Assessment Team Manager

Judgements about children’s progress towards the Early Learning goals must be related to their cognitive ability and not their ability to use English.

Language development in both languages is crucial to children reaching their potential and must be embedded in their educational experiences from the beginning.

The list of suggested strategies was drawn up to give practical suggestions for more inclusive practice in the areas of Communication Language and Literacy (CLL) and Personal Social and Emotional development (PSE). They are in no particular order but exemplify a range of possible activities and strategies.

Strategies to Support Assessment for Learning

Personal, Social and Emotional development:

- encourage new child to learn the name of his/her peers,
- model the correct pronunciation of children’s names,
- pre-tutor EAL child/children for a new learning experience,
- involve child / bilingual adult / parent to pre-tutor EAL child/children in first language,
- use artefacts / objects / photographs and props to support new experiences and learning,
- choose artefacts/objects/photographs and props which reflect the home background of the child,
- visit new places (shops, beach, farm) to set new experiences in context,
- make dual-language activities an integral part of visits,
- establish range of non-verbal teacher and pupil signals to indicate readiness to respond/react (e.g. body language, sound signals, colour cards),
- allow first-language talk with peers and adults to stand alone without need to translate into English,
- organise EAL children into same-language talking partners,
- if no other pupil speaks the same language place EAL child with a good English speaker to act as a role model,
- encourage EAL child to respond bilingually to encourage respect for language skills,
- build up a range of games and activities for the indoors and outdoors environments which reflect backgrounds and languages of all children

- (invite parents /carers to teach games from their heritage),
- ensure cooking activities include a range of different food and cooking utensils from different cultures,
- set up regular opportunities for children to work in first-language groups,
- provide all pupils with an opportunity to link learning to prior knowledge,
- display words / pictures of all languages spoken in the setting,
- learn key words in children's languages (e.g "Hello", "Thank you" and "How are you?"),
- learn about the significance of key cultural and religious events in the lives of children in your setting,
- choose resources with visuals which reflect pupils' identities,
- ensure outside speakers/ visitors come from a range of cultures, faiths and linguistic backgrounds,
- scribe pupils' observations, thoughts and choices bilingually.

Communication, Language and Literacy:

- have lower-case letters on keyboard of computer,
- have multilingual software installed so parents/carers/bilingual adults can demonstrate their literacy in other languages,
- encourage the use of home language when using emergent writing (e.g. when writing own name),
- model correct and extended language to children when inaccurate response is made,
- use bi-lingual story tapes and books and encourage children to retell story in either language,
- use photographs of children's prior learning experiences as memory aids and to include pupils who missed the activity,
- enable EAL children to respond through drawings, painting, mark-making etc. and role-play, small world, puppets etc.
- use whiteboards to experiment with mark making,
- provide EAL children with dual-language key vocabulary,
- display topic vocabulary in the languages spoken in the classroom, linked to visual images,
- provide picture cards for child to sequence correctly and encourage use of child's full language repertoire in talking about the task,
- buy and regularly update appropriate community language texts (i.e. stories in home languages, not dual languages),
- elicit rhymes and alliteration in children's first language, supported by bilingual adult,
- sing songs and say rhymes from all the languages in the classroom,
- use bilingual adults to observe spoken contributions and interaction skills in first language.

The new Foundation Stage framework (page 25) provides further guidance on equality of opportunity and for supporting children with learning difficulties and disabilities. Further practical activities and strategies can also be accessed on the following websites:

<http://www.wemas4success.org/>

www.blss.portsmouth.school.uk/earlyyears/eycheck.shtml

www.ealinhounslow.org.uk

<http://www3.hants.gov.uk/education/ema/ema-schools/ema-schools-strategies.htm>

Appendix 3

Progression Guidance for Pupils Working below Level 1

The DCSF has produced new progression guidance and data sets using P Levels to support the assessment and tracking of children working below Level 1 National Curriculum. The data informs expectations and supports target setting for those learners who are working below age-related expectations. This will enable schools to narrow the gap for all groups, promote equality of opportunity and to increase the percentage of pupils working at or above age related expectations.

P Levels provide a framework for assessing all pupils who are working below Level 1 and enable schools to:

- standardise and moderate assessment for individuals and groups of pupils.
- plan provision for next steps in learning
- measure pupil progress
- raise expectations to secure good progress

Bristol Tracker

Pupils working at Level 1 National Curriculum should be entered onto the tracker. Where pupils are working at below Level 1 schools should use a separate Excel spreadsheet, to record progress, until pupils can be moved onto the Tracker.

This will enable schools to:

- track the progress of all pupils
- set targets to ensure that all pupils make at least 2 levels progress across a key stage.

Early Years Foundation Stage – Year R

All children should be assessed using the EYFS Profile. If pupils have SEN/LDD they may need alternative assessment frameworks to assess specific aspects of their learning or development.

Year 1

Children in Year 1 who did not achieve national EYFS Profile expectations at the end of Year R (6+ scale points in PSED, CLL and 78 points across all areas of learning) should continue to be assessed using the EYFS Profile until December. Any children who are working below Level 1 should then be assessed using P Levels to ensure that their progress is tracked and monitored. Curriculum provision which is appropriate to the children's developmental levels should then be planned to bring them up to age related expectation as quickly as possible.

By January all children should be entered onto the Tracker, recording P Levels if appropriate, so that they are included in the class level data analysis. The progress of children assessed using P Levels will need to be tracked using a separate spreadsheet (see Bristol Tracker section above). As children achieve Level 1c their progress can be monitored through the Tracker.

Pupils with English as an Additional Language (EAL)

Pupils with EAL have significant skills and knowledge in language. However their progress can be impaired while they are gaining fluency in English unless their attainment and learning needs are fully assessed and understood. Evidence, nationally, demonstrates that EAL pupils

make rapid progress once their English is established and can quickly reach at least age related expectations.

Initial assessment of pupils attainment should wherever possible be undertaken in their first language. Alongside this, pupils development in English must also be assessed and both sets of information used to inform plans and address their learning needs. EAL pupils identified as working below Level 1 should be assessed using P Levels, in order that challenging targets can then be set and progress tracked to bring individuals up to age related expectations as quickly as possible.

Assessment in English development should be undertaken using the QCA guidance scales 'A Language in Common'.

Appendix 4

EAL and/or SEN - Filter Questions

'A child must not be regarded as having a learning difficulty because the language form of language of the home is different from the language in which he or she is being taught' Section 156, the Education Act, 1993

Having a lack of English should not be equated with lack of knowledge, skill or understanding.

If EAL pupils have SEN requirements they can be compounded by their EAL needs

These questions are for initial assessment only. As the pupil is exposed to more English it may be apparent that they have SEN needs. Some pupils may have SEN and EAL needs. Evidence should be collected over a period of time to support any needs they may have.

While most of these filter questions are applicable in the Early Years (EY), professional judgements on children's progress must be informed by the EY assessment cycle and the child's whole development, not just their linguistic development.

These filter questions are adapted from the Portsmouth EMAT website (www.blss.portsmouth.sch.uk) and the publication from Birmingham and Sandwell: 'Distinguishing the Difference SEN or EAL'

How to use the EAL and/or SEN filter questions

It is envisaged that these questions could be used to structure a joint school-family meeting with relevant outside agencies if appropriate (see 3.1 of booklet: "Overview of process"). There are 10 areas of concern listed and filter questions asked within each area. This should help you to clarify which area(s) of learning is cause for concern. When you have answered each relevant question, then you should have a clearer idea as to whether the next step is to follow the SEN Code of Practice, initiate an EAL assessment or gather further information.

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Concern 1: Lack of Response			
Questions to Ask	Yes (Add further comments)	No	Further Assessment Needed
1:1) Has the pupil had less than 8 months exposure to English? <i>NB: They may be going through silent periods because it is the initial stage of acquiring English</i>			
1:2) Does the pupil respond through body language or physical actions?			
1:3) Is the language used by the teacher matched to the pupil's stage of English development (e.g. avoiding idioms)?			
<p>A majority of yes responses in this section indicate that a First Language assessment may be needed and/or further encouragement and planned opportunities to talk (e.g. answering the register, responding verbally to 'yes/no' questions).</p> <p>A majority of no responses may indicate that the young person's difficulties could be due to SEN and so the SEN code of practice should be followed.</p>			

Concern 2: Difficulties with listening			
Questions to Ask	Yes (Add further comments)	No	Further Assessment Needed
2:1) Is the language used by the teacher matched to the pupil's stage of English development (e.g avoiding idioms)?			
2:2) Is the content of the discussion culturally familiar to the pupil and within their experience?			
2:3) Is s/he receiving appropriate support to meet the needs of a EAL pupil? (Refer to appendix 1 for guidance)			
2:4) Can the pupil listen well in the language(s) at home?			
<p>A majority of no responses in this section indicate that an EAL assessment may be needed</p> <p>A majority of yes responses may indicate that the young person's difficulties could be due to SEN and so the SEN code of practice should be followed.</p>			

Concern 3: Lack of Oral Expression over a Range of Skills			
Questions to Ask	Yes (Add further comments)	No	Further Assessment Needed
<p>3:1) Is the pupil no longer receiving EAL support? <i>NB: Does it appear that it was withdrawn too soon because s/he has acquired everyday communication fluency?</i></p>	<p>If 'YES' an EAL Review <i>Further support is needed to develop academic language</i></p>		
<p>3:2) Has the pupil made progress as measured using the Language in Common step descriptors and/or Dudley language descriptors and /or Action Planning for Early Stage Bilingual Learners document (refer to appendix 2 of this document for ideas) in the last six weeks?</p>			
<p>3:3) Could the pupil feel threatened by or ill at ease with the classroom situation?</p>			
<p>3:4) Are the inaccurate structures used by the pupil usual for those learning English as a second language? (Grammatical errors such as, omitting pronouns and definite articles, wrong verbal tense etc)</p>			

<p>3:5) Are the inaccurate structures used by the pupil possibly influenced by other languages used by the pupil? <i>NB: Pupils can have more than one home language/dialect which can impact on their English syntax e.g. Creole.</i></p>			
<p>3:6) Can pupil use their other language(s) over a range of languages skills as appropriate for their age and educational experience?</p>			
<p>3:7) Is the pupils conversing with peers and/or contributing in lessons?</p>			
<p>A majority of yes responses in this section indicate that an EAL assessment may be needed A majority of no responses may indicate that the young person's difficulties could be due to SEN and so the SEN code of practice should be followed. There is also a possibility s/he may have a general language delay so consult with Speech and Language Therapist.</p>			

Concern 4: Difficulty in progressing in areas of the curriculum other than English

Questions to Ask	Yes (Add further comments)	No	Further Assessment Needed
4:1) Is the pupil receiving adequate support to enable him/her to access the curriculum?		*	
4:2) Can the pupil understand the task(s) when supported by visual materials or if the task is language free?	*		
4:3) Is the pupil capable of understanding the task when it is explained in a home language?	*		
4:4) Has the pupil had experience of the essential stages leading to the task - i.e. could there be gaps in their education due to missing schooling (see 1.3, page5)?		*	
4:5) Is the pupil familiar with the teaching and learning styles of this country? Consider cultural variations in approaches to education (e.g. exploratory versus didactic; age at starting formal education).		*	

<p>If your responses fall mostly within the boxes which contain an asterix (*) then it indicates that an EAL assessment is needed. If they do not follow this pattern then it may indicate that the young person's difficulties could be due to SEN and so the SEN code of practice should be followed.</p>			

Concern 5: Slow or little progress with reading			
Questions to Ask	Yes (Add further comments)	No	Further Assessment Needed
5:1) Does the pupil lack sufficient English vocabulary to make a meaningful start?	*		
5:2) Has the pupil had sufficient time to experience the stages of reading and assimilate them (e.g. having stories read to them, developing an awareness of print)?		*	
5:3) Has the pupil had little exposure to English text / letter forms? <i>NB: Remember there are children on the continent who do not start school until they are 6 or 7 years old and so they may have little literacy skills</i>	*		
5:4) If appropriate, does the pupil read text in a home language in a manner suitable for their length of education in that language?	*		
5:5) Are the books used to assess reading skills in English, suitable in terms of cultural familiarity, content, idiomatic language		*	

suitable for level of oral skills?			
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If you have answered in the affirmative many of the boxes which contain an asterix (*) then it indicates that an EAL assessment is needed. If they do not follow this pattern then it may indicate that the young person's difficulties could be due to SEN and so the SEN code of practice should be followed.

Concern 6: Difficulties with writing for a variety of purposes			
Questions to Ask	Yes (Add further comments)	No	Further Assessment Needed
6:1) Does the pupil need or receive support with oral English as an additional language?			
6:2) Can the pupil sequence events and ideas orally or pictorially?			
6:3) Are the difficulties in writing a reflection of difficulties with word order, word omissions, tenses etc			
6:4) Are spelling mistakes consistent and showing a growing awareness of spelling patterns in English?			
6:5) Does the pupil have a vocabulary and understanding of grammar and idiom equal to that of their peers?			
6:6) If appropriate, is the pupil able to write in a home language at a level appropriate to age and education in that language?			

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A majority of yes responses in this section indicate that an EAL assessment may be needed

A majority of no responses may indicate that the young person's difficulties could be due to SEN and so the SEN code of practice should be followed.

Concern 7: Difficulties with handwriting

Questions to Ask	Yes (Add further comments)	No	Further Assessment Needed
7:1) Is the pupil familiar with English script in printed and hand-written form?		*	
7:2) Has the pupil had previous formal schooling which included opportunities to write?		*	
7:3) Has the pupil written a script with a different orientation?	*		
7:4) Has the pupil written a script with different positioning?	*		

If you have answered in the affirmative many of the boxes which contain an asterix (*) then this indicates that an EAL assessment is needed. If they do not follow this pattern then it may indicate that the young person's difficulties could be due to SEN and so the SEN code of practice should be followed.

Concern 8: Behavioural, emotional or social difficulties			
Questions to Ask	Yes (Add further comments)	No	Further Assessment Needed
8:1) Is the pupil experiencing confusion with a new culture because they have recently arrived from overseas (i.e. has been in the country for less than 6 months)?			
8:2) Is the pupil a refugee/asylum seeker, does s/he appear to be suffering from stress or trauma related to recent experiences such as war, family separation and/or bereavement?			
8:3) Has the pupil had only a short experience or formal education of any sort?			
8:4) Has the pupil come from an educational experience significantly different from the current - <i>class size, traditional or formal setting etc?</i>			
8:5) Is the pupil's lack of skills in oral English causing frustration or preventing self expression?			
8:6) Are problems caused by the pupil being asked to carry out activities beyond their previous experience or against cultural/religious belief e.g. drawing animals, changing for PE etc?			

8:7) Could the pupil be feeling pressured to respond orally? Could they be naturally shy? Could they still be in the 'silent period' (see p9)?			
8:8) Could the pupil's behaviour/ anxiety be the result bullying or other people's racist attitude or behaviour?			
8:9) Are the tasks chosen appropriate for the pupil's language level?			
8:10) Are the tasks chosen appropriate for the pupil's language and cognitive development?			

A majority of yes responses in this section indicate that an EAL assessment may be needed. If yes to question 8:2 then there maybe a need to involve other appropriate agencies.

A majority of no responses may indicate that the young person's difficulties could be due to SEN and so the SEN code of practice should be followed.

Concern 9: Physical difficulties

Questions to Ask	Yes (Add further comments)	No	Further Assessment Needed
9:1) Does the pupil have difficulties with vision, hearing, physical development, coordination or other health issues?			
9:2) Does the pupil have poor attendance due to vision, hearing, physical and health difficulties and/or emotional and behavioural difficulties?			

A majority of yes responses in this section indicate that an EAL assessment may be needed and the involvement of other appropriate agencies e.g. EMAT Induction and Assessment Team and Educational Psychology Service

A majority of no responses may indicate that the young person's difficulties could be due to SEN and so the SEN code or practice should be followed.

Concern 10: Attendance			
Questions to Ask	Yes (Add further comments)	No	Further Assessment Needed
10:1) Does the pupil have a record of poor attendance and/or extended absences from school and has missed significant amount of English schooling.			
<p>A 'yes' response in this section indicates that an EAL assessment may be needed and the involvement of other appropriate agencies. Discussions should be held with the parents about the importance of attending school.</p> <p>A majority of no responses may indicate that the young person's difficulties could be due to SEN and so the SEN code or practice should be followed.</p>			

Identification of needs: decision from meeting:

Weighing the information from discussion and from working through this form, those attending the meeting need to decide which of the following options is most appropriate:

1. Pupil assessed as having **EAL needs only** - requires EAL support
2. No firm decision - new targets, monitoring and further investigation
3. Pupil identified as having **Special Educational Needs** – intervention through School Action. EAL support may also be required (SEN Code of Practice, 7:56)

We would welcome feedback on how useful you have found this document. Please email Aoife McNally (Aoife.McNally@bristol.gov.uk) or Carol Renton (Carol.Renton@bristol.gov.uk).

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