

**Acknowledgements**:

This pathway is adapted from the EAL-SEND framework created by Cate Blackmoor (EAL-SEND Advisor for the Wolverhampton EAL/New Arrivals Advisory Team) which was based on the Portsmouth EMAS Service Filter Questions SEN/EAL & Education Bradford

**EAL-SEND PATHWAY**

**Filter Questions**

The process of identifying potential SEND for a child who has English as an additional language (EAL), whether they are newly arrived or born here, can be complex. There is no single SEN assessment that takes into account all factors (linguistic and cultural) that will provide a definitive answer. There is also much research and commentary regarding the validity of assessments both in the first language (L1) and English (L2) and their role in identification of SEND.

The EMTAS EAL advisory team recommend that this pathway be used as a guide to support timely, appropriate and holistic approaches to SEND identification in accordance with the Special Educational Needs and Disability Code of Practice: 0-25 Years:

**Identifying and assessing SEND for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child’s or young person’s performance in different areas of learning and development or subjects in order 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 relating solely to learning English as an additional language are not SEN. (6.24, p.96)**

This document is intended to provide a comprehensive ‘filter’ for concerns that may be raised regarding a range of features of SEND in relation to students with EAL. It highlights **UNIVERSAL** and **TARGETED** provision strategies and appropriate interventions and approaches supported by staff development opportunities. These strategies and interventions support improved progress and attainment of *all* learners, including those who have EAL.

**High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. (6.37, p.99)**

The EMTAS EAL Advisory Team are available to support school staff in exploring features of SEND and EAL; identifying any interventions or staff training that may be appropriate to support progress, as well as identifying any appropriate first and second language screening/assessments that might be relevant to inform the process. Contact the EMTAS EAL Advisory team using the details below.

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**SEN-EAL Enquiry Filter Questions**

**Area of Concern: Lack of Response (verbal or non-verbal)**

**Universal Provision**

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| Has the pupil had less than six months’ exposure to English? | **YES**  **Targeted Provision** | * Staff knowledge and understanding of EAL acquisition and development in place. * Detailed pupil background information collected on admission including language profiles, prior education * EAL progress regularly monitored against entry baseline (e.g. NASSEA Steps) * Provide New Arrivals Induction/ Beginners programme * Progress measured against EAL peers using tools that reflect typical second language developmental stages |
| **NO** | **Universal Provision** |  |
| Does the pupil respond through body language or physical actions? | **YES** | * Consider receptive language ability vs. expressive language ability: is lack of vocabulary a response barrier? * Consider child’s personality and cultural background and differing socialisation norms. * Teacher to work with the child on a one to one basis * Provide opportunities to give non-verbal or short responses to show understanding * Collaborative learning activities (response pair/ talking trio) * Consult with family members * Keep updated with EAL matters by subscribing to EAL associations e.g. NALDIC |
| **NO** | **Targeted Provision** |  |
| Is the language used by the teacher appropriate for the pupil’s stage of English development? | **NO** | * Employ scaffolding techniques e.g. visual support, gestures, speak at a slower pace, use first language * Staff’s theoretical awareness in place i.e. BICS vs CALP (Jim Cummins, various) * Use EAL listen and response programmes online/software programmes |
| **YES** |  |  |
| Consider Special Educational Needs Assessment |  |  |

**Area of Concern: Problems with Listening and Understanding**

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| Are the support materials and language used by the teacher appropriate for the pupil’s stage of English development? | **Targeted Provision**  **NO** | * Understanding of Cognitive vs. Language Demand activities informs planning and lesson delivery. * Admissions information relating to hearing test/SEN, length of time in schooling system etc. * Consult parents * Employ scaffolding techniques e.g. visual support, gestures, speak at a slower pace, use first language etc. |
| **YES** | **Targeted Provision** |  |
| Is the content of the curriculum culturally familiar to the pupil and within their experience? | **NO** | * Increased opportunities for culturally relevant curriculum activities/resources * Is the learning environment culturally/linguistically inclusive? e.g. does it reflect the culture of the child? * Contextualise learning and activate prior knowledge * Talk for writing strategies in place (i.e. talk-writing frames/Think Pair Share, bilingual support etc.) * Child given specific responsibilities in school e.g. book monitor |
| **YES** | **Universal Provision** |  |
| Can the pupil listen well in their home language (L1)?  Can the pupil understand age appropriate instructions in L1 and/or L2?    **NO** | **YES**  **Targeted Provision** | * Home language/culture profile considered - review information-gathering at point of admission * Consult family members * Give pupils specific responsibilities in school e.g. book monitor * Ongoing EAL formative assessment in place (i.e. speech samples, Language Profiling etc.) * Ongoing EAL monitoring using tools that identify second language development stages e.g. NASSEA * Encourage active listening. Increase access to vocabulary and classroom instructions through visual cues, re-casting, gesture and repetition, pre-teaching and overlay learning opportunities * First language support (i.e. buddy scheme, L1 digital stories/song/rhymes/bilingual text etc.) * Bilingual support from adult in school to develop first language skills * Employ audio devices e.g. talking books, tins, pens, dictionaries, albums etc. (See Mantra Lingua resources) in the first and second language (L1/L2) |
| **NO** |  |  |
| Consider Special Educational Needs Assessment |  |  |

**Area of Concern: Lack of oral expression over a range of skills**

**Universal Provision**

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| Has the pupil had less than two years’ exposure to English? | | **YES** | * BICS vs CALP considered (Jim Cummins, various) * Development of language rich environment including vocabulary extension activities e.g. Word Study methodology, Word Webbing, Mind-mapping etc. * Collaborative learning activities (peer support) * Ongoing EAL formative assessment in place (speech & writing samples, Language Profiling etc.) * EAL tracking in place (e.g. NASSEA)   **Targeted Provision**   * Provide opportunities to give non-verbal or short responses to show understanding * Give opportunities to rehearse language * Use Talking frames * Provide vocabulary enrichment interventions |
| **NO** | | **Universal Provision** |  |
| Could the pupil feel threatened by or ill at ease with the classroom situation? | | **YES** | * Safe-haven provided (esp. for new arrivals) with key staff * Bullying/racist incidences recording procedures in place * Support social skills and friendship development to ensure sense of belonging (buddy system, small group circle time, organised activities during break/play time, etc.). * Communication Friendly Environment reflects pupils language/culture/identity |
| **NO** | |  |  |
| Are inaccurate structures used by the pupil usual for those learning English as a second language?  Are inaccuracies influenced by the pupil’s home language(s) ? | | **Targeted Provision**  **YES** | * Consider background information/ consult family * Investigate features of first language (spoken and written) and consider parity levels with English. * Ongoing EAL formative assessment practices in place (i.e. speech/writing samples analysed) * Questioning techniques to extend EAL and all learners * EAL Grammar for talking (and writing) interventions |
|  | | **Targeted Provision** |  |
| Can the pupil use their own language(s) over a range of language skills as appropriate for their age and education experience? | | **YES** | * Consider all above and background (admissions) information from family, prior educational history, screening of L1 ability and, if appropriate, use of non-verbal reasoning assessment to establish cognitive control/metalinguistic awareness * Consult with family members * Involve EAL specialists to provide advice & guidance |
| **NO** |
| Consider Special Educational Needs Assessment |

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

**Universal Provision**

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| Are the support materials appropriate and the instructions and explanations given in language appropriate for the pupil’s stage of language development ?  **YES** | **NO** | * Understanding Cognitive vs. Language Demand informs planning and lesson delivery. * Scaffolding strategies in place across all subjects including mathematics and science * Collaborative learning activities (peer support) * Consider prior educational history and possible lack of exposure to curriculum subject and/ or skill areas. * Consult family |
| **YES** |  | **Targeted Provision** |
| Can the pupil understand the task(s) when supported by visual materials or if the task is language free? | **YES** | * Use resources designed for EAL e.g. Racing to English * Consistent use of visuals to support language including software packages e.g. Widgit Symbols, Communication in Print * EMTAS new arrivals’ EAL Survival Pack (KS2) in small group speaking & Listening sessions * Use EAL listen and response programmes e.g. British Council Learning English Kids/ Learning English Teens * Use non-verbal reasoning materials to establish cognitive control/metalinguistic awareness |
| **NO** |  | **Universal Provision** |
| Is the pupil capable of understanding the task when it is explained in home language? | **YES** | * Use bilingual support in class e.g. dictionaries/bilingual texts/digital translation packages, Mantra Lingua resources etc. * Family partnerships – encourage maintenance of first language skills at home e.g. give out FIS/EMTAS EAL parent leaflet ‘Getting Involved’ |
| **NO** |  | **Targeted Provision** |
| Has the pupil had experience of the essential stages leading to the task? | **NO** | * Pre-teach key lesson vocabulary/concepts/contextual overview * Opportunities for overlay learning to consolidate. * Speaking / Writing Frames * Success criteria reiterated and clearly understood * Key concepts/language presented through regular use of visuals and graphic organisers. * Opportunities to link learning to prior knowledge and experiences of pupil. |
| **YES** |  |  |
| Consider Special Educational Needs Assessment |  |  |

**Area of Concern: Slow or little progress with reading**

**Universal Provision**

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| Does the pupil lack sufficient English vocabulary to make a meaningful start? | **YES**  **YES** | .   * Pre-teach key vocabulary in context before reading * EAL progress regularly monitored against entry baseline (i.e. NASSEA Steps) * Development of a language-rich environment including vocabulary extension activities linked to curriculum topics e.g. Word Study methodology, Word Webbing, Mind-mapping etc. * Reading for meaning focus (not solely phonics based) * Regular shared reading opportunities using appropriate reading materials (engaging illustrations, simple text) * Talk for reading strategies (use visuals) |
| **NO** |  | **Universal Provision** |
| Has the pupil had little exposure to English text/letter forms? | **YES**  **Targeted Provision** | * Detailed pupil background information collected on admission including literacy in L1, prior education etc. * Considerations around first language parity with English (phonology, script etc.) * International New Arrivals Beginners’ programme * Link vocabulary and language learning with English text/ letters |
| **NO** |  | **Universal Provision** |
| Has the pupil had sufficient time to experience the stages of reading and assimilate them? | **NO** | * Systematic EAL phonics programme in place * Phonics learning supported by visuals in meaningful contexts (whole word, whole text, visual support) * Regular shared reading opportunities using appropriate reading materials (engaging illustrations, simple text) * Story sharing viewed as opportunity for literacy & whole language learning and developing phonological awareness e.g. regularly being read to, discussing story structure, characters etc. |
| **NO** |  | **Universal Provision** |
| If appropriate, does the pupil read text in a home language in a manner suitable for their length of education in that language | **NO** | * Review information gathered at admission/parent-carer interview * Support for home-school liaison * Provide stories and resources in home language (can be digital resources see Mantra Lingua resources) |
| **YES** |  |  |
| Are the books used to assess reading skills in English suitable in terms of cultural familiarity, content, idiomatic language and for the pupil’s level of oral skills? | **NO** | * Use books that reflect culture /experience of the pupil * Talk for reading strategies (activate prior knowledge before reading) * Use graphic organisers to present wordy curriculum texts in digestible format   **Targeted Provision**   * Use ‘DARTs’ (Directed Activities Related to Text) for active reading strategies * Opportunities for explicit teaching of abstract and idiomatic language e.g. phrasal verbs which can be confusing for early and developing bilinguals - carry on (continue), put up with (endure) |
| **YES** |  |  |
| Consider Special Educational Needs Assessment |  |  |

**Area of Concern: Difficulties with writing for a variety of purposes**

**Universal Provision**

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| Does the pupil need or receive support with oral English as an additional language? | **YES** | * Consider background information from parent/carer interview * Investigate features of first language (spoken and written) and consider parity levels with English. * Ongoing EAL formative assessment practices in place (i.e. speech/writing samples analysed regularly) |
| **NO** | **Universal Provision** |  |
| Can the pupil sequence events and ideas orally or pictorially? | **YES** | * Consult family members * use of non-verbal reasoning assessment to establish cognitive control/metalinguistic awareness * consider first language assessment |
| **NO**  **Universal Provision** |  |  |
| Are the difficulties in writing a reflection of difficulties with word order, word omissions, tenses etc. in oral skills? | **YES** | * Staff knowledge and understanding of EAL acquisition and development in place. * Consider structure of first language * Talk for writing strategies * Formative assessment in place (regular writing samples analysed for areas for development) * Explicit teaching of academic vocabulary and structures   **Targeted Provision**   * Baseline assessment (i.e. NASSEA) review * Review independent written work and target at one/ two areas for EAL improvement * Grammar for writing interventions using EAL resources e.g. PNS EAL guided writing materials * Brief, regular 1-2-1 pupil conferencing sessions with adult to re-draft independent writing and co- construct model pieces |
| **NO** | **Universal Provision** |  |
| Are spelling mistakes consistent and showing a growing awareness of spelling patterns in English? | **YES** | * Consider school’s chosen approaches to phonics and relevance to EAL learners * Any spellings based activities use *meaningful* words; not abstracts (i.e. for home learning) * Formative assessment in place (regular writing samples analysed for areas for development) |
| **NO** |  | **Universal Provision** |
| Does the pupil have a vocabulary and understanding of grammar and idiom equal to that of their peers?      **YES** | **NO** | * Understanding of the language continuum (social language versus academic language –BICS vs CALP). * Investigate features of first language (spoken and written) and consider parity levels with English. * Development of a language rich environment including vocabulary extension activities linked to curriculum topics e.g. Word Study methodology, Word Webbing, Mind-mapping etc. * Ongoing EAL formative assessment practices in place (i.e. speech/writing samples analysed) * Talk for writing strategies   **Targeted Provision**   * Opportunities for explicit teaching of abstract and idiomatic language e.g. phrasal verbs which can be confusing for early and developing bilinguals - carry on (continue), put up with (endure) * Pupil conferencing for older literate pupils to co-construct model writing and re-draft own writing |
| **YES** |  |  |
| Consider Special Educational Needs Assessment |  |  |

**Area of Concern: Behavioural, Emotional or Social Difficulties**

**Universal Provision**

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| Is the pupil experiencing confusion with a new culture? | **YES** | * Information gathered at admission/family interview and disseminated to relevant staff * Books, stories and materials in first language/culture * Learning environment reflects the child’s cultural background * Partnership with parents/ carers |
| **NO** |  |  |
| Has the pupil had only a short experience of formal education of any sort? | **YES** | **See Above plus:**  **Targeted Provision**   * Comprehensive induction programme for International New Arrivals in place * Support social skills and friendship development to ensure sense of belonging (buddy system, small group circle time, organised activities during break/play time, etc.). |
| **NO** |  |  |
| Has the pupil come from an educational experience significantly different from the current, eg learning styles, class size etc? | **YES** | **See Above plus:**  **Universal Provision**   * Consider and disseminate information gathered at family meeting * Consider elements of cultural shock and the child’s response to it * Allow more time for a child to adjust to new expectations and requirements * Consider the child’s behaviour in context of their previous experience, e.g. in some cultures eye contact is regarded as inappropriate. * Consider differing educational ethos in home country (teaching and learning approaches) * Focus on formative over summative assessment practices e.g. observations, oral sampling, self -assessment strips using visuals/thumbs up etc. |
| **NO** | **Universal Provision** |  |
| Is the pupil’s lack of skills in oral English causing frustration or preventing self-expression? | **YES** | * Additional opportunities to interact with peers (circle time, games) * Scaffolding strategies to support access to the curriculum * Visual and bilingual resources * Ensure ability appropriate cognitive demand and good English language model * Place in appropriate setting not SEN groups – new arrivals should be placed in middle or top ability groupings during initial induction period while ongoing formative assessments are carried out to show true ability over a period of time, across a range of subjects. |
| **NO** | **Universal Provision** |  |
| Are problems caused by the pupil being asked to carry out activities beyond their previous experience or against cultural/religious beliefs, eg drawing faces, changing for PE etc? | **YES** | * Consider and disseminate information gathered at family meeting * Consider elements of cultural shock and the child’s response to it * Allow more time for a child to adjust to new expectations and requirements * Consider the child’s behaviour in context of their previous experience, e.g. in some cultures eye contact is regarded as inappropriate. |
| **NO** | **Universal Provision** |  |
| Does the child feel pressured to respond orally? | **YES** | * EAL pedagogy in place – ( understanding the difference between the Silent Period vs. Selective Mutism) * Provide alternative response methods e.g. picture cards, response partners * Collaborative activities with sympathetic response   partners (response pair/ trio)  **Targeted Provision**   * Additional opportunities to interact with peers in small discreet group situations e.g. playing language games, collaborating in doing and making activities etc. * Give opportunities to rehearse language before response |
| **NO** | **Universal Provision** |  |
| Could the pupil’s behaviour/anxiety be the result of other people’s racist attitudes or behaviour? | **YES** | * Culturally inclusive classroom teaching * Increased opportunities for celebration of cultural diversity throughout the curriculum and whole school activities * Follow schools policy on reporting and monitoring racism/bullying(racist incidents report) |
| **NO** |  |  |
| Are the tasks chosen appropriate for the pupil’s language level? | **NO** | **See language specific sections above** |
| **YES** |  |  |
| Are the tasks chosen appropriate for the pupil’s language and cognitive development? | **NO** | **See language specific sections above** |
| **YES** |  |  |
| Consider Special Educational Needs Assessment |  |  |

**References:**

* Portsmouth EMA Service-Filter Questions SEN/EAL
* Pupils with English as an additional language: A practitioners’ guide to the identification and assessment of special educational needs, Castle B, June 2007 **hhtp://www.educationbradford.com/**
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* Wolverhampton EAL/New Arrivals Advisory Team: Training & School Support Programme, Smith, M. et al. August 2014