

Ethnic Minority Traveller Achievement Service (EMTAS) (01926) 476600
emtasadmin@warwickshire.gov.uk or visit us at www.warwickshire.gov.uk/wes



EAL-SEND PATHWAY Filter Questions

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) based on the Portsmouth EMAS Service Filter Questions SEN/EAL & Education Bradford.

Ethnic Minority Traveller Achievement Service (EMTAS) (01926) 476600
emtasadmin@warwickshire.gov.uk or visit us at www.warwickshire.gov.uk/wes

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 SEND 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.

Effective schools highlight three elements: 1) high quality inclusive teaching for all pupils in the class. 2) the active involvement of a senior leadership team member to coordinate and review EAL provision and 3) the importance of the **assess, plan, do, review cycle**.

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 Equality Duty Act, 2010 and Special Educational Needs and Disability Code of Practice: 0-25 Years part of the Children & Family Act 2014 which states that:

6.37 (p.99) High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils (p.99)

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 learners with EAL. It highlights **Quality First Teaching** strategies and appropriate targeted interventions and approaches that should be in place.

EMTAS provides staff development opportunities that link to effective EAL practice. These strategies and interventions support improved progress and attainment of *all* learners, including those who have EAL. Contact EMTAS for a booking form listing CPD opportunities.

The EMTAS EAL Advisory Team are available to support school staff in exploring SEND and EAL; identifying any interventions or staff training that may be appropriate, 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.

Contact Details:

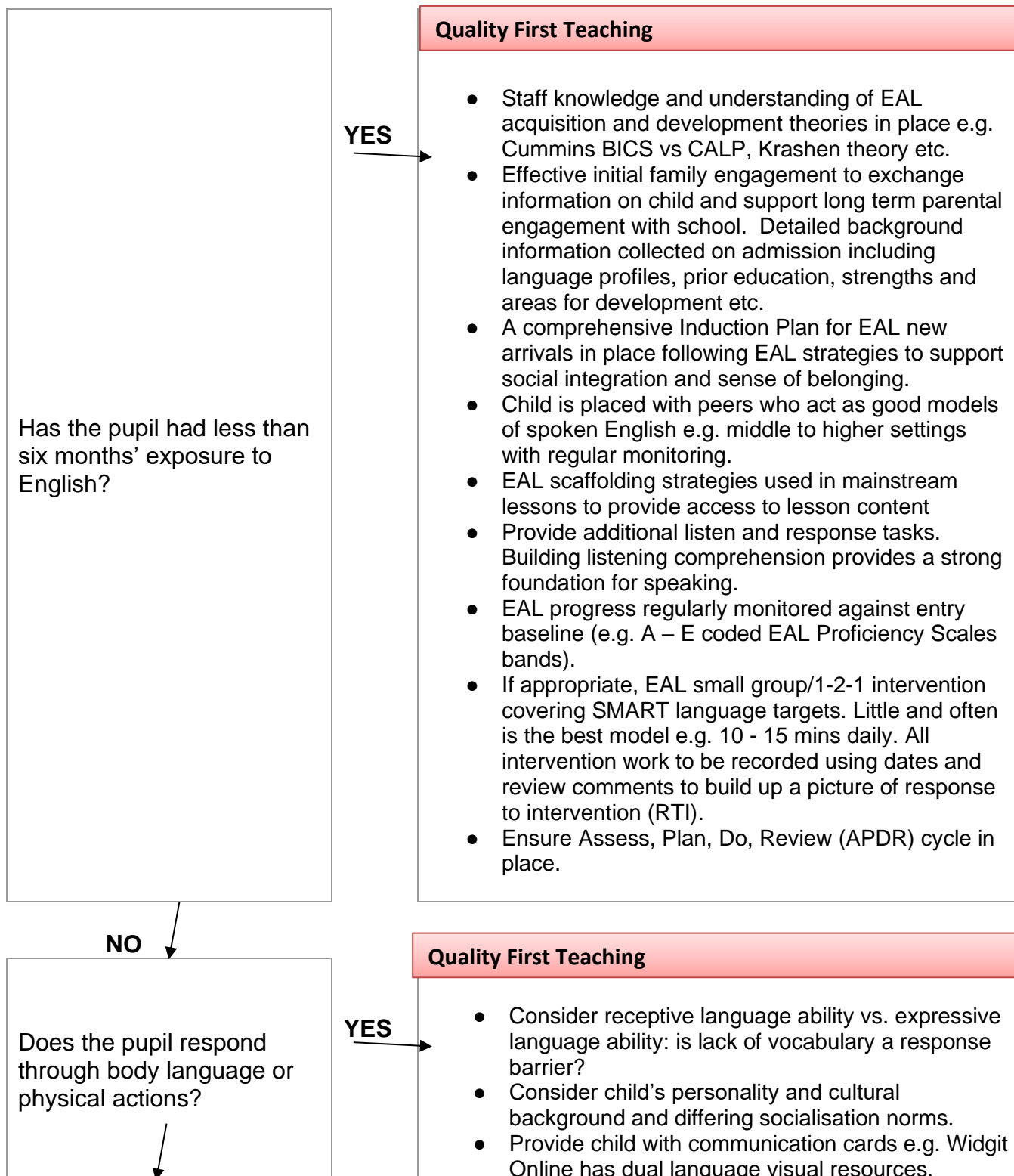
Ethnic Minority & Traveller Achievement Service (EMTAS)
Saltisford Office Park
Answell Way
Warwick CV34 4UL
Tel: (01926) 476600

EAL / EAL-SEND Specialist Teachers

Nikki Ajibade
Magda Dylag

SEN-EAL Enquiry Filter Questions

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





- Teacher to briefly work with the child on a one to one basis in mainstream classroom. This strategy raises the status of the child in the setting.
- Consult with family members.

NO



Are the support materials and the language used by the teacher appropriate for the pupil's stage of English development?

NO



Quality First Teaching

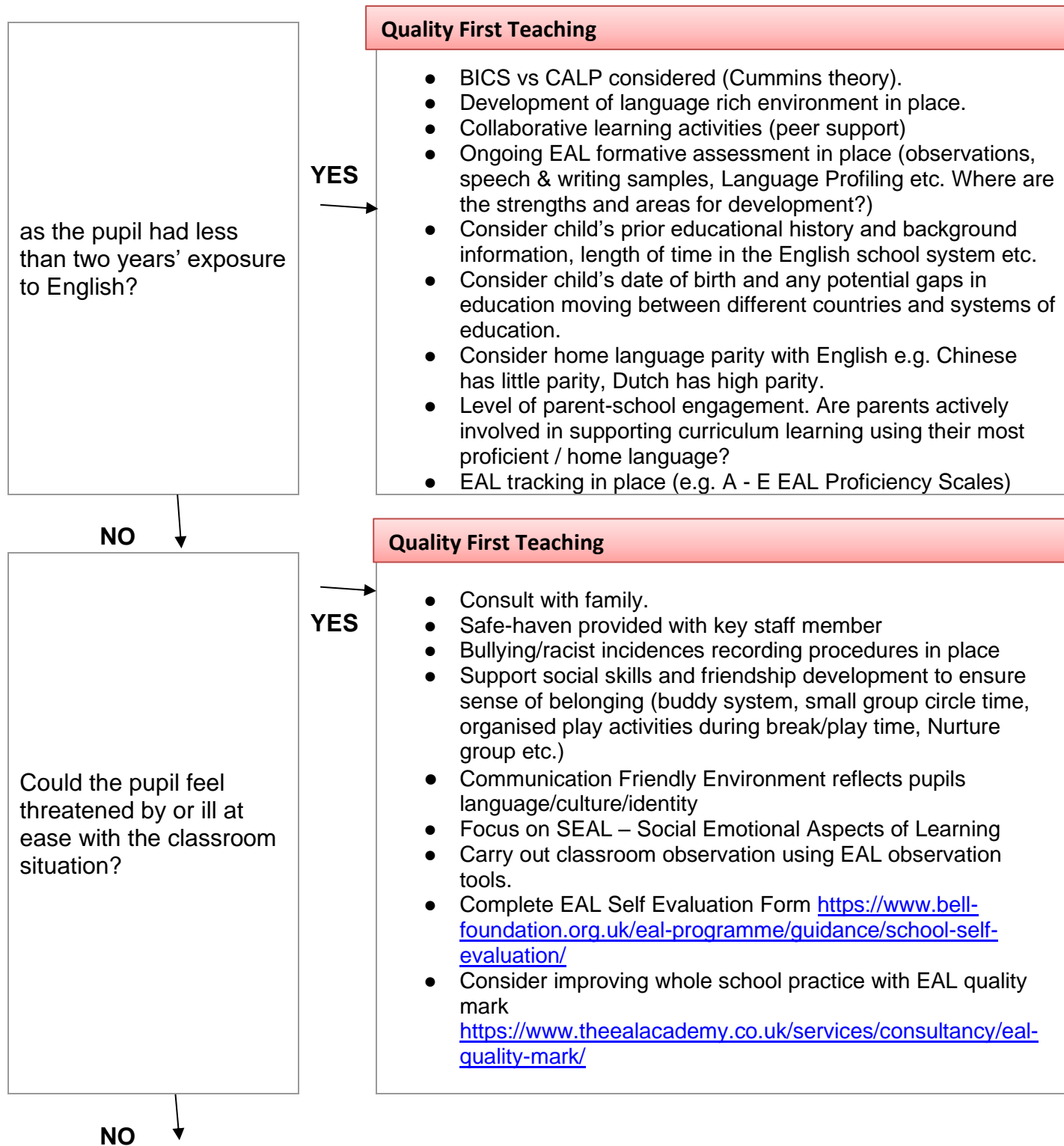
- Employ scaffolding techniques e.g. visual support, gestures, speak at a slower pace, use first language as a tool for learning EAL and curriculum content.
- Use talk for writing frameworks, track games for overlay learning, collaborative tasks with able peer e.g. Over 350 EAL resources: www.racingtoenglish.com
- Staff's theoretical awareness in place e.g. BICS vs CALP (Cummins, 1980)
- Sit next to supportive peers providing good language models.
- If appropriate, provide translating tools e.g. Google translate on a tablet, bilingual dictionary etc.
- Pre-teach key words and structures before lesson delivery.
- Share curriculum objectives with key words/structures with parents to support with translations and talking in the home language about the context of lesson topic at home (preferably prior to lesson delivery).
- Understanding of Cognitive vs. Language Demand activities informs planning and lesson delivery.
- Admissions information reviewed relating to hearing test/SEN, length of time in schooling system etc.
- Ensure the APDR cycle in place.

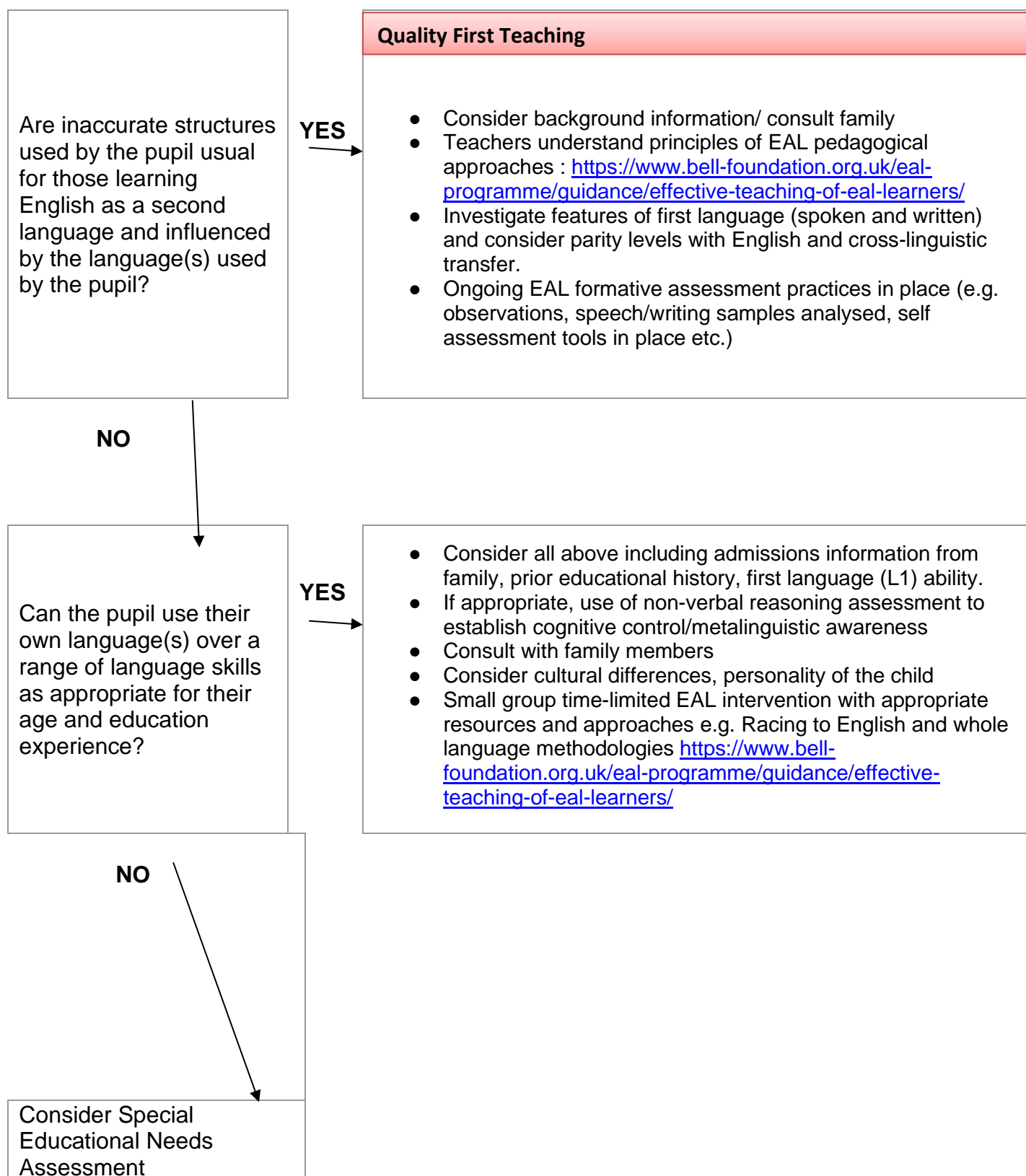
YES



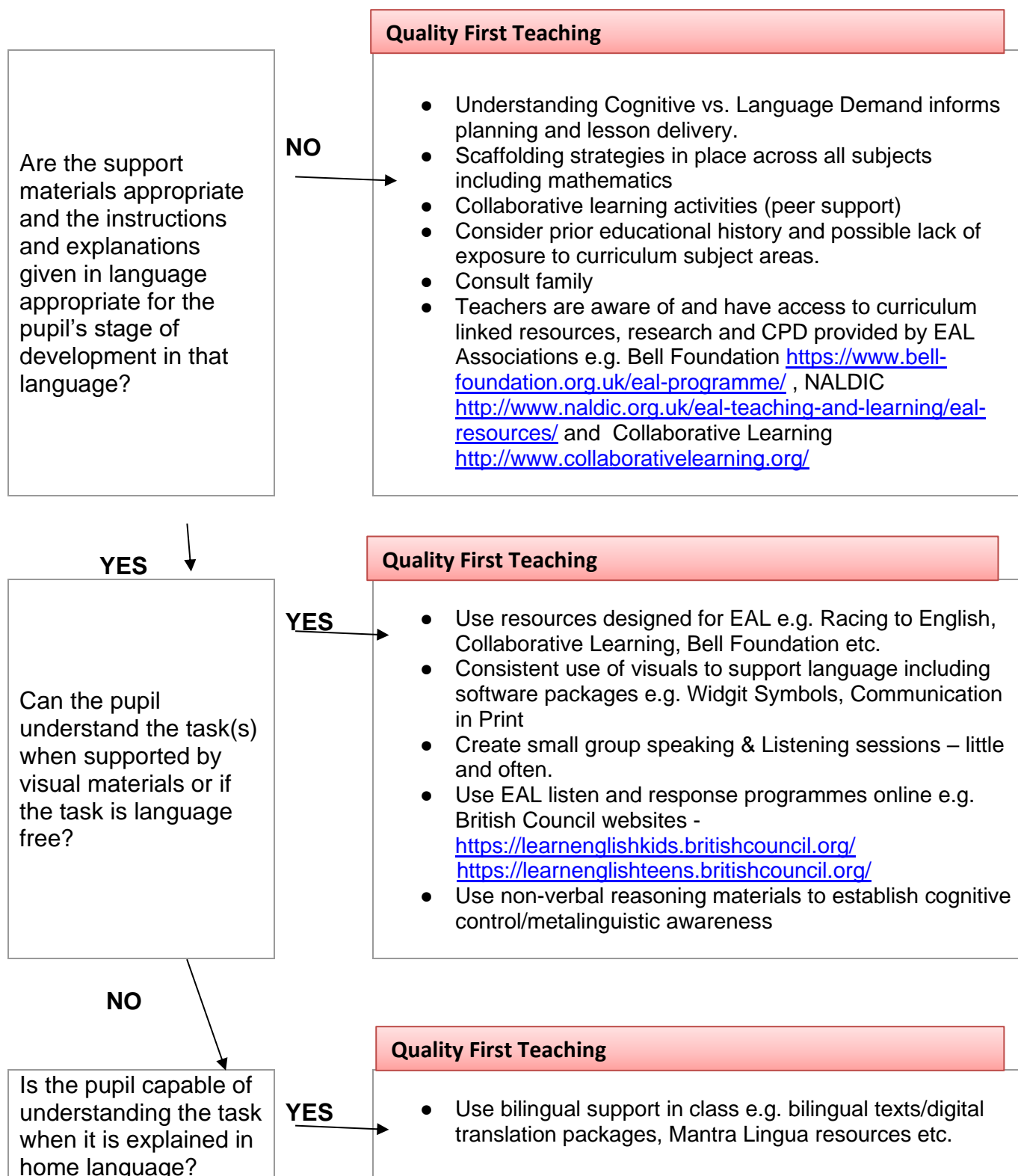
Consider EAL-SEND referral to EMTAS.

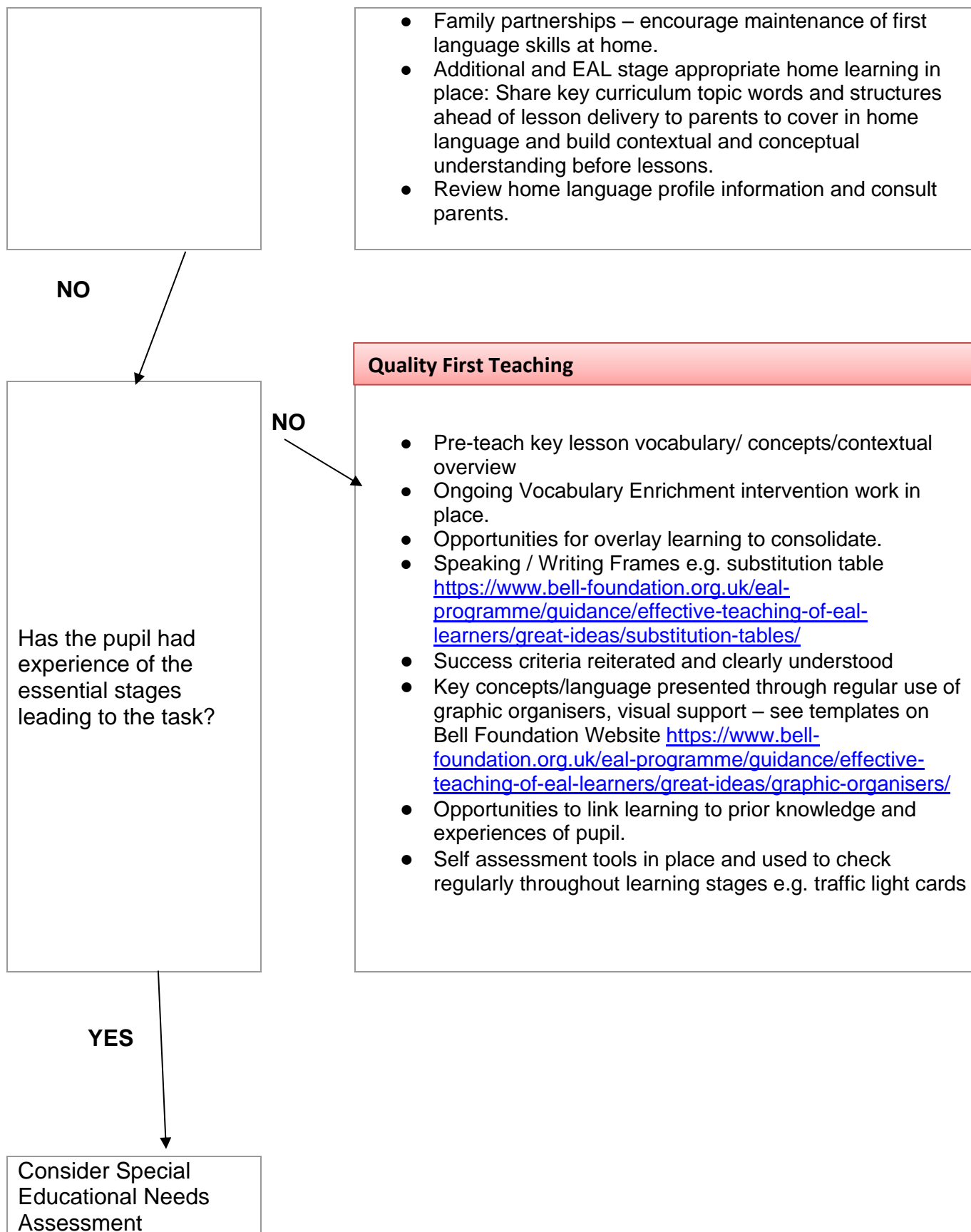
Area of Concern: Lack of oral expression over a range of skills



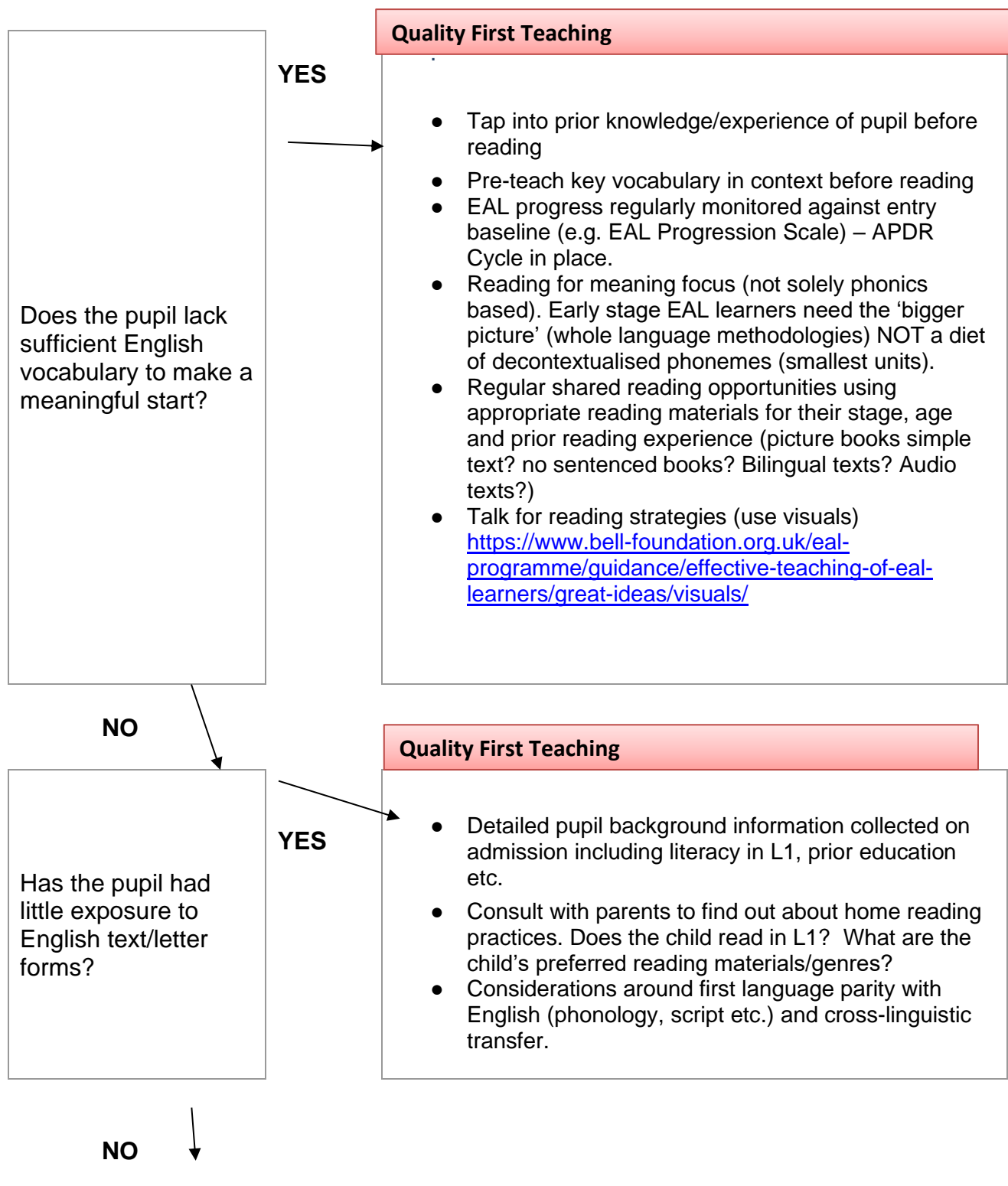


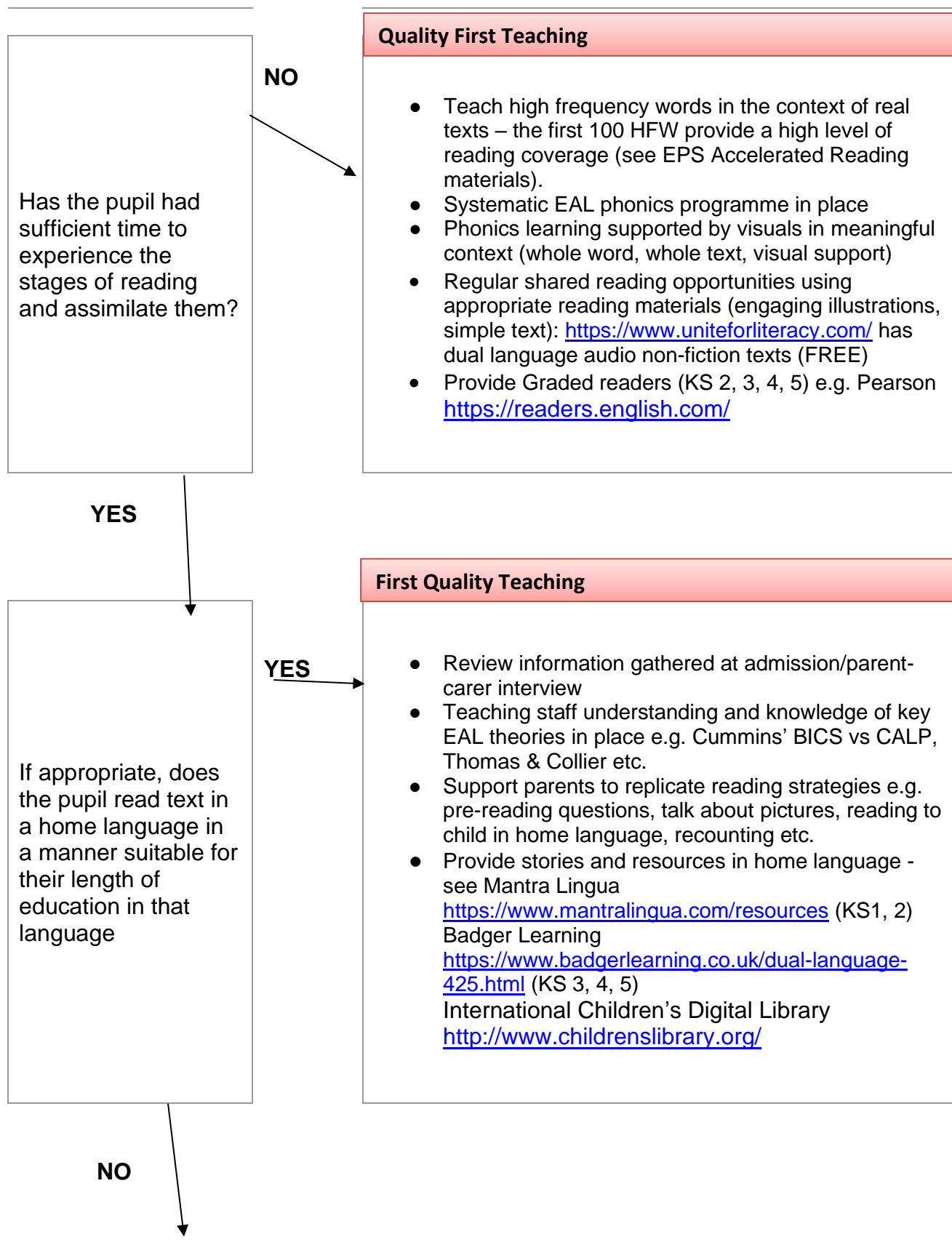
Area of Concern: Difficulty in progressing in areas of the curriculum other than English

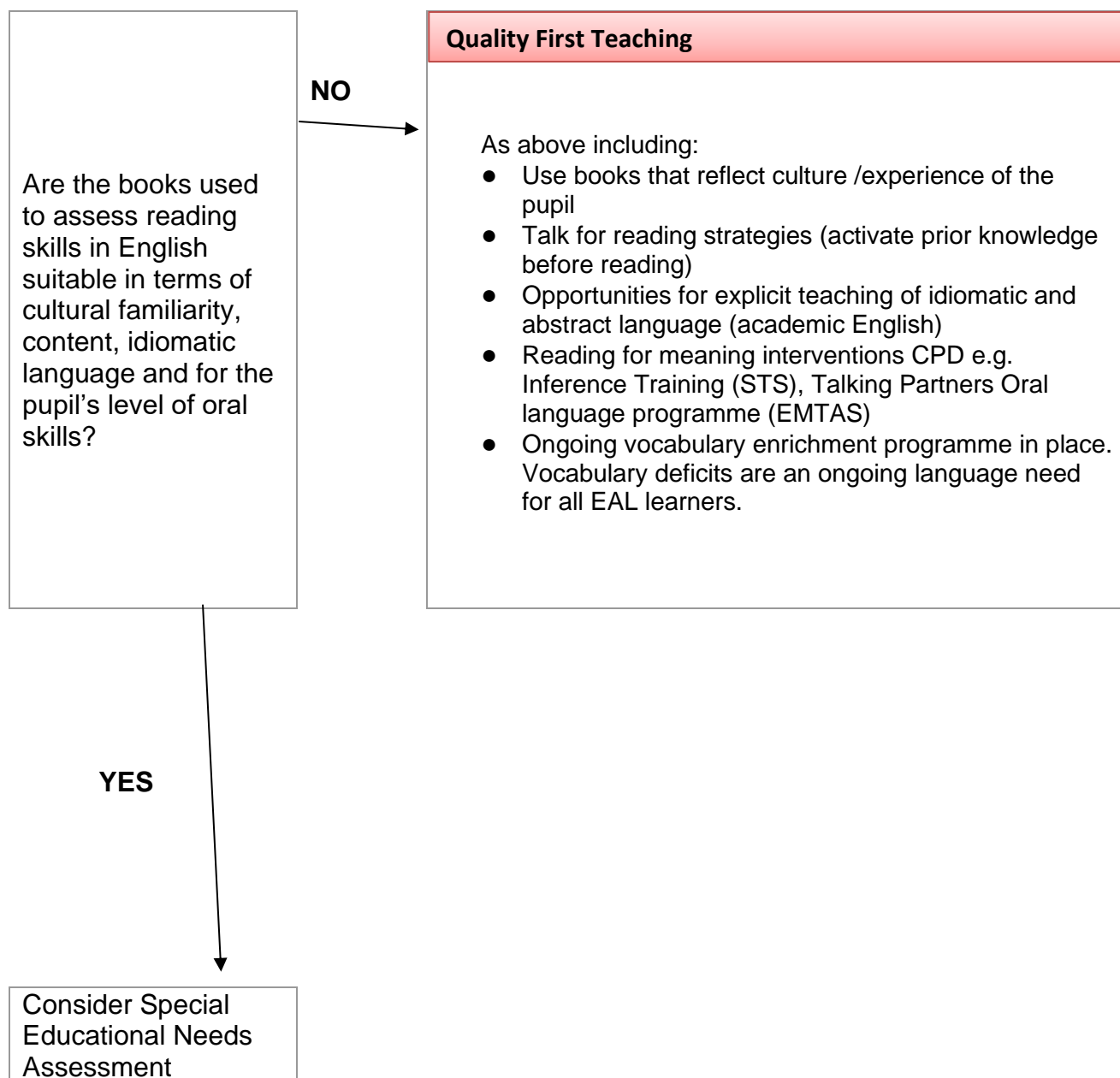




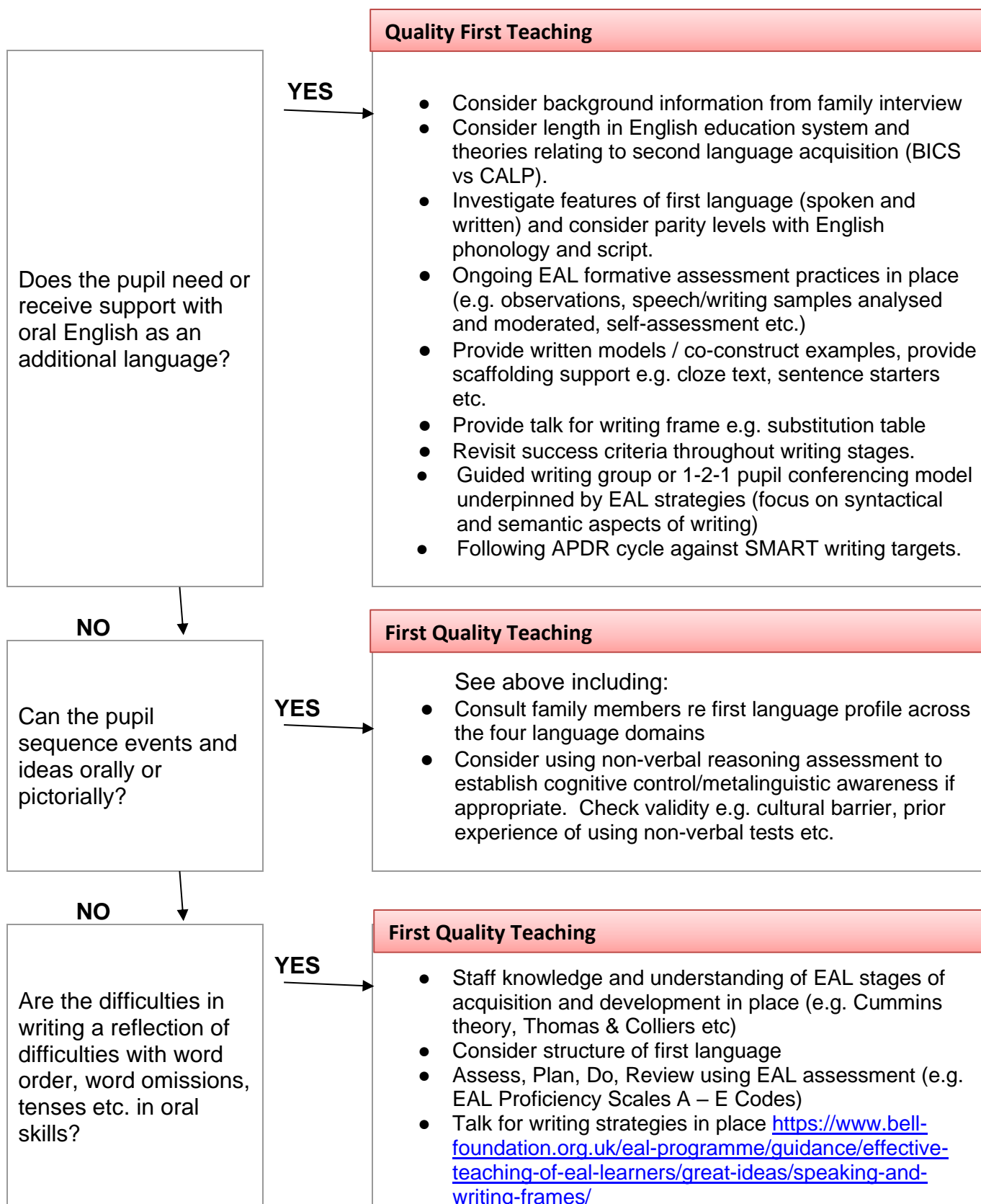
Area of Concern: Slow or little progress with reading

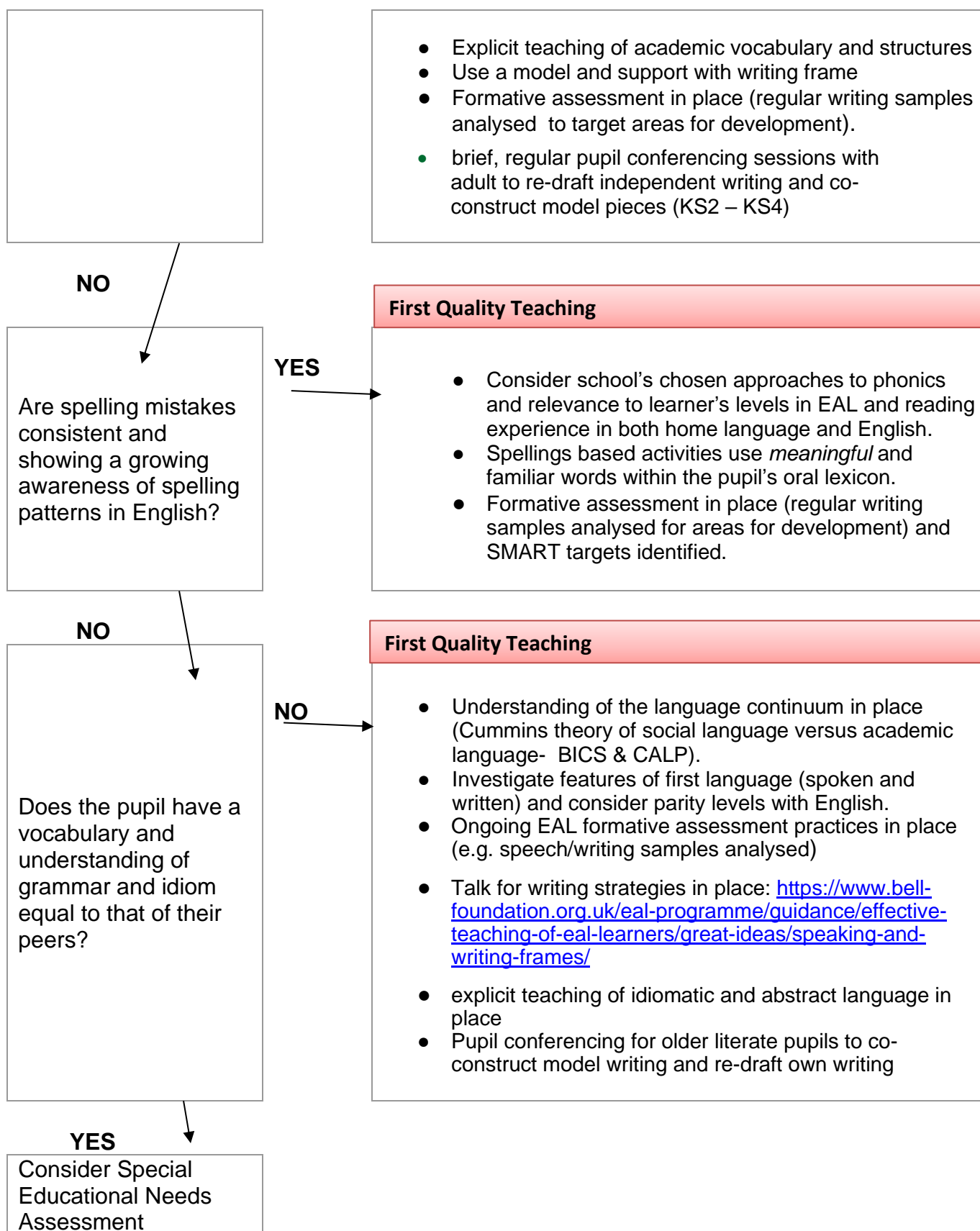




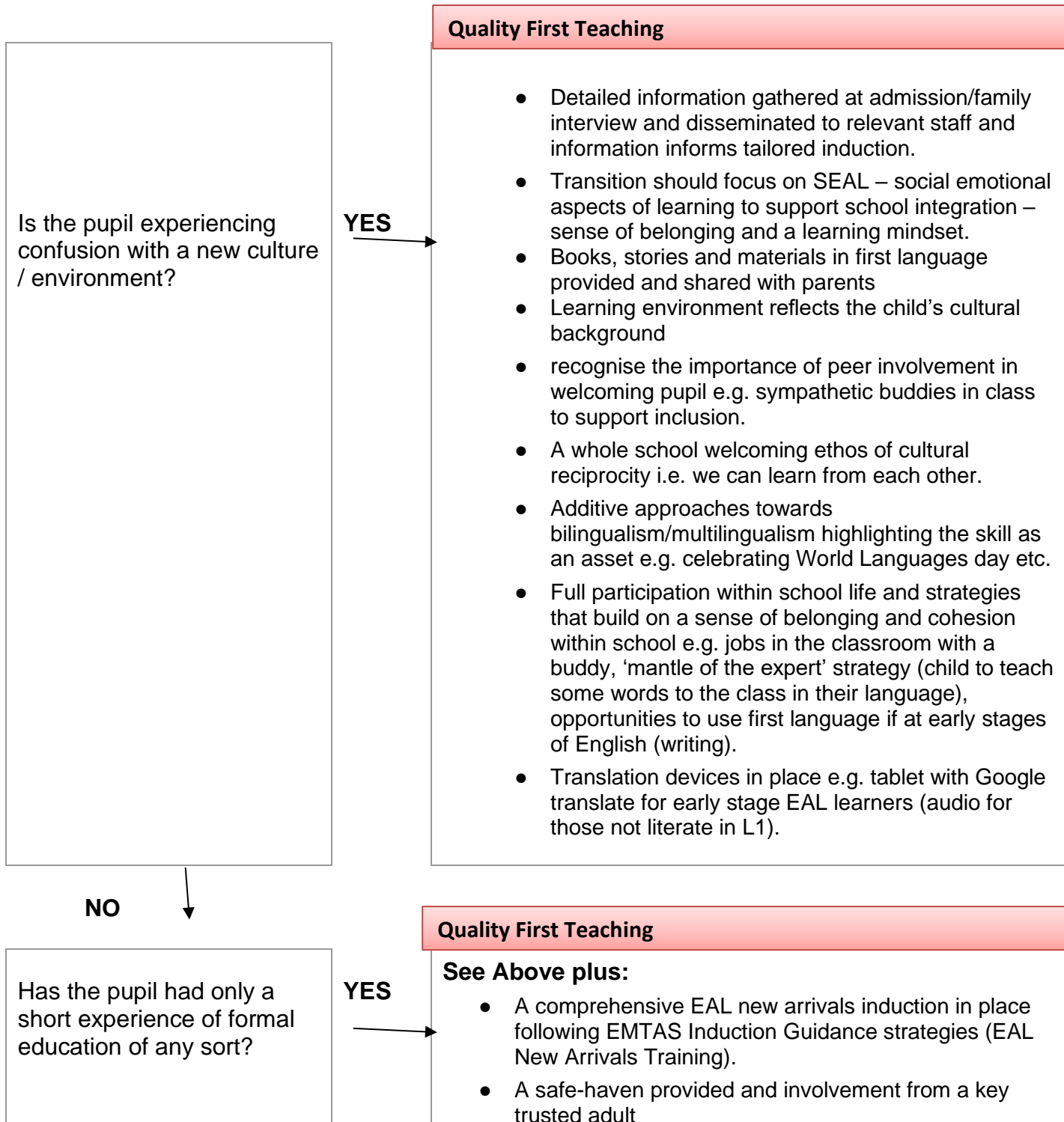


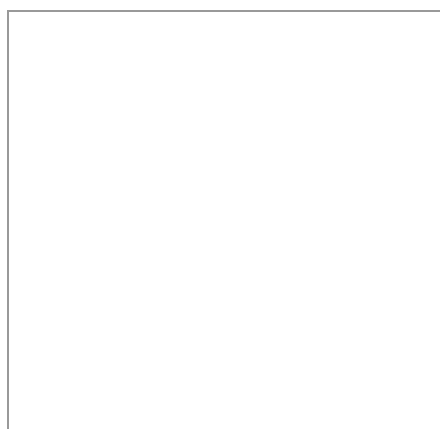
Area of Concern: Difficulties with writing for a variety of purposes





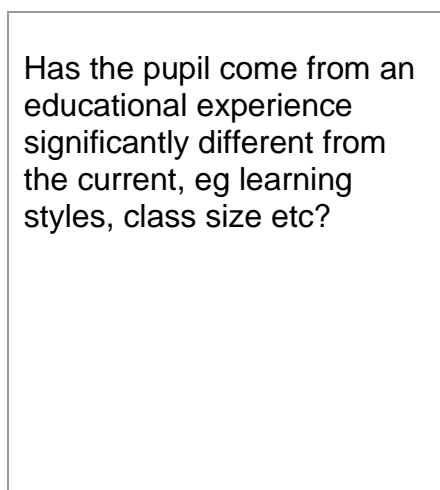
Area of Concern: Behavioural, Emotional or Social Difficulties





- Support social skills and friendship development to ensure sense of belonging (buddy system, small group circle time, organised activities during break/play time, etc.)
- Consider child joining a Nurture group or similar.
- Focus on oral activities and kinaesthetic tasks e.g. listen and do, listen and draw, listen and colour.
- EAL intervention support in place for early stage EAL child. Little and often and regularly reviewed (APDR cycle).

NO



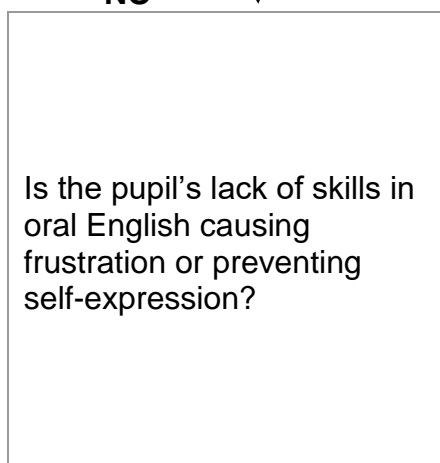
YES

Quality First Teaching

See Above plus:

- 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 differing educational ethos in home country (teaching and learning approaches) and discuss with parents.
- Focus on formative over summative assessment – observations, co-constructing with child etc.

NO



YES

Quality First Teaching

- 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 when ongoing formative assessments are carried out.

NO

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



Quality First Teaching

- 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 cultural / religious differences. In some cultures, eye contact between child and adult is regarded as inappropriate, in some countries head nodding and shaking carries different meanings e.g Bulgarians nod to indicate 'no'.
- Whole school approaches to celebrating cultural/linguistic diversity i.e. International Days, International links (project based)
- Regular and enhanced home-school liaison during the induction period (2 terms) within an ethos of cultural reciprocity; learning from each other.

NO



Does the child feel pressured to respond orally?

YES



Quality First Teaching

- EAL pedagogy in place – (understanding the difference between the Silent Period vs. Selective Mutism)
- Additional opportunities to interact with peers in small group situations e.g. circle time, playground games and opportunities to collaborate on low anxiety activities etc.
- Language games regularly used in small group situations e.g. Orchard Toys, Racing to English Track Games, CIP3 games templates, Bell Foundation resources etc.

NO



Quality First Teaching

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 school policy on reporting and monitoring racism/bullying (racist incidents reporting to Equality & Diversity Officer in WCC)
- Consult with parents to find out what views of school the child shares with family.

NO

Are the tasks chosen appropriate for the pupil's language level?

NO

Quality First Teaching

- Scaffolding strategies in place across all subjects including mathematics e.g. substitution tables, use of gesture, drawings, photos, diagrams, semantic webs, first language etc. See Bell Foundation EAL Programme <https://www.bell-foundation.org.uk/eal-programme/>
- Collaborative learning activities (peer support)
- Consider prior educational history and possible lack of exposure to curriculum subject areas.
- Review data on entry – length of time in system, Prior educational experience etc.
- 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. bilingual adult, buddy scheme, L1 digital stories/song/rhymes/bilingual text etc.)
- Employ audio devices e.g. Google Translate, talking albums, talking dictionaries, talking pens/posters etc.

YES

Quality First Teaching

Are the tasks chosen appropriate for the pupil's language and cognitive development?

NO

- Understanding Cognitive vs. Language Demand informs planning and lesson delivery e.g. Cummins Quadrant
- Consider whole school subscription to EAL associations that provide EAL resources across the curriculum e.g. NALDIC, NASSEA etc.
- EAL resources used to differentiate classroom tasks e.g. Bell Foundation EAL Programme (FREE) <https://www.bell-foundation.org.uk/eal-programme/>
- Place in appropriate setting **not SEN** groups – new arrivals should be placed in middle or top ability groupings during initial induction period when ongoing formative assessments are carried out.
- EAL learners recently arrived grouped with good models of English language and positive behaviour model English speaking peers.
- Ongoing liaison with parents to capture their views and their child's views about provision in place.
- Consider nurture provision – this develops language through socialisation skills
- Consider Oral Language programme e.g. EMTAS Talking Partners etc.
- Review EAL progress regularly for early and developing stage English learners e.g. EAL A- E proficiency Scale and ensure that all staff are aware of the EAL proficiency code child is working at.
- Include parents in reviews on EAL progress.
- APDR cycle in place with information about Response to Interventions recorded.

YES

Consider Special Educational Needs Assessment

Ethnic Minority Traveller Achievement Service (EMTAS) (01926) 476600
emtasadmin@warwickshire.gov.uk or visit us at www.warwickshire.gov.uk/wes

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
<http://www.educationbradford.com/>
- Special Educational Needs and Disability Code of Practice: 0-25 years, DfE
- Equality Duty Act, 2010
- Wolverhampton EAL/New Arrivals Advisory Team: EAL-SEND Enquiry Guidance, Blackmoor C, September 2014
- Cummins J (2000) Language, Power and Pedagogy – Bilingual Children in the crossfire
Pub. Multilingual Matters Ltd
- Gibbons P (1993) Learning to Learn in a Second Language. Pub. Heinemann, Portsmouth NH
- Gibbons P (2002) Scaffolding Language, Scaffolding Learning – Teaching Second Language Learners in the Mainstream Classroom. Pub. Heinemann, Portsmouth NH
- Cline & Federickson (2002) Special educational needs, inclusion and diversity: a textbook.