

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.

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:

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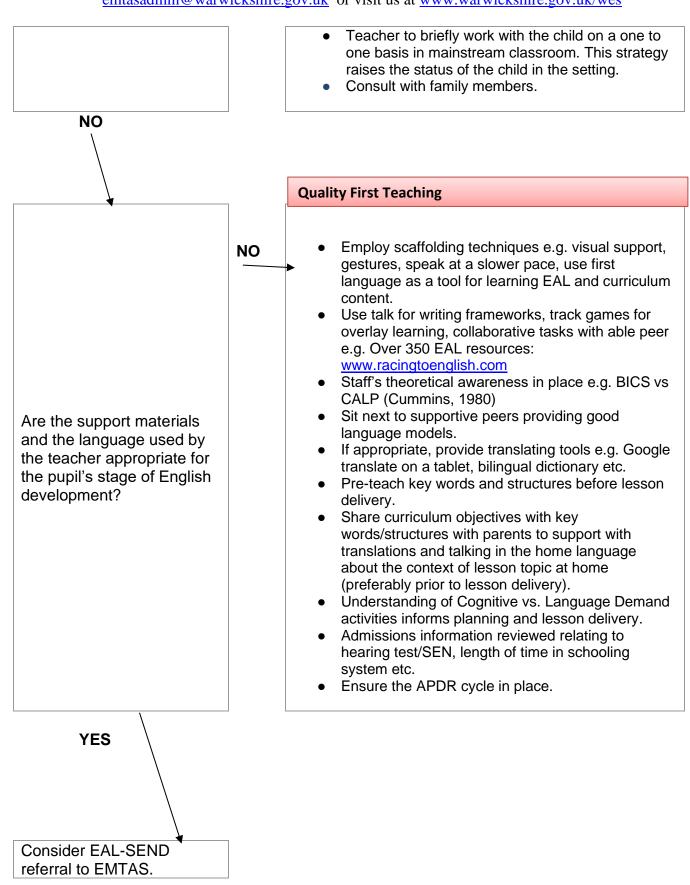
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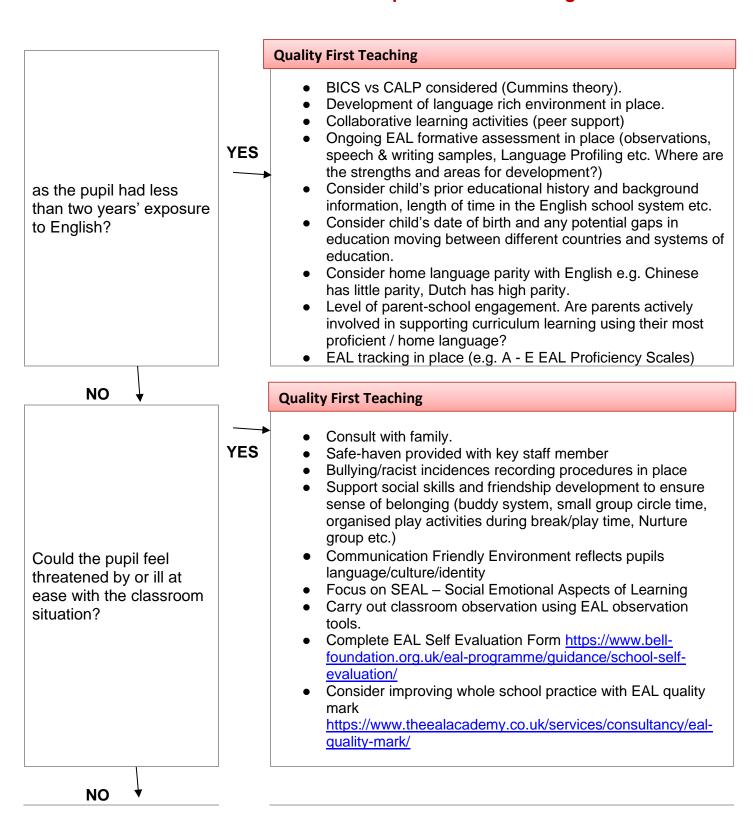
SEN-EAL Enquiry Filter Questions

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

Quality First Teaching Staff knowledge and understanding of EAL acquisition and development theories in place e.g. YES Cummins BICS vs CALP, Krashen theory etc. Effective initial family engagement to exchange information on child and support long term parental engagement with school. Detailed background information collected on admission including language profiles, prior education, strengths and areas for development etc. A comprehensive Induction Plan for EAL new arrivals in place following EAL strategies to support social integration and sense of belonging. Child is placed with peers who act as good models Has the pupil had less than of spoken English e.g. middle to higher settings six months' exposure to with regular monitoring. • EAL scaffolding strategies used in mainstream English? lessons to provide access to lesson content Provide additional listen and response tasks. Building listening comprehension provides a strong foundation for speaking. EAL progress regularly monitored against entry baseline (e.g. A – E coded EAL Proficiency Scales bands). If appropriate, EAL small group/1-2-1 intervention covering SMART language targets. Little and often is the best model e.g. 10 - 15 mins daily. All intervention work to be recorded using dates and review comments to build up a picture of response to intervention (RTI). Ensure Assess, Plan. Do. Review (APDR) cycle in place. NO **Quality First Teaching** Consider receptive language ability vs. expressive YES Does the pupil respond language ability: is lack of vocabulary a response barrier? through body language or Consider child's personality and cultural physical actions? background and differing socialisation norms. Provide child with communication cards e.g. Widgit Online has dual language visual resources.



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



Are inaccurate structures used by the pupil usual for those learning English as a second language and influenced by the language(s) used by the pupil?

Quality First Teaching

Consider background information/ consult family

 Teachers understand principles of EAL pedagogical approaches: https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/

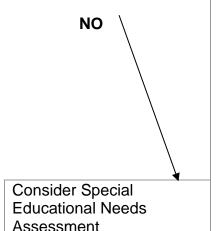
- Investigate features of first language (spoken and written) and consider parity levels with English and cross-linguistic transfer.
- Ongoing EAL formative assessment practices in place (e.g. observations, speech/writing samples analysed, self assessment tools in place etc.)

NO

Can the pupil use their own language(s) over a range of language skills as appropriate for their age and education experience? YES

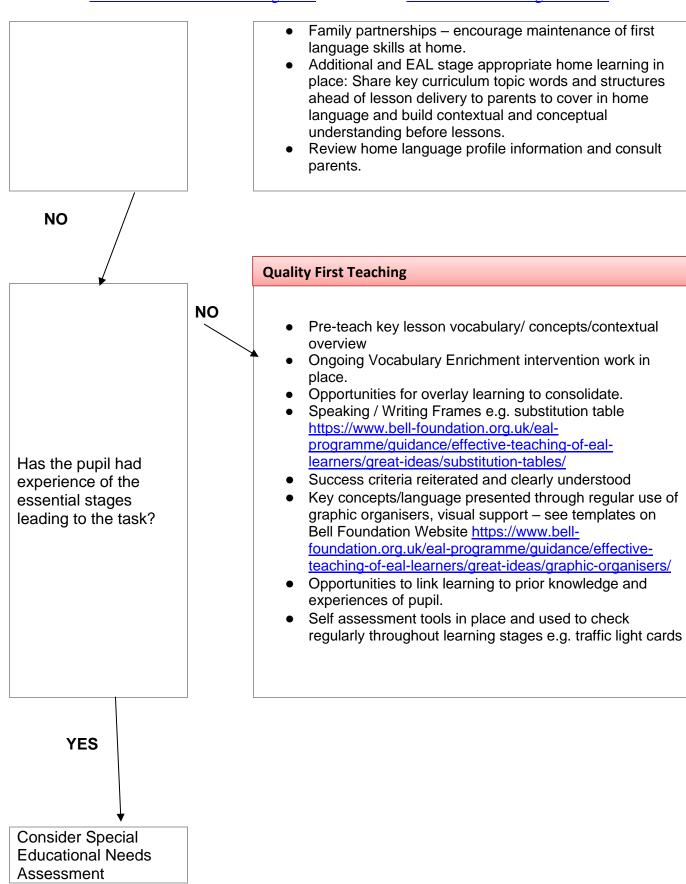
YES

- Consider all above including admissions information from family, prior educational history, first language (L1) ability.
- If appropriate, use of non-verbal reasoning assessment to establish cognitive control/metalinguistic awareness
- Consult with family members
- Consider cultural differences, personality of the child
- Small group time-limited EAL intervention with appropriate resources and approaches e.g. Racing to English and whole language methodologies https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/

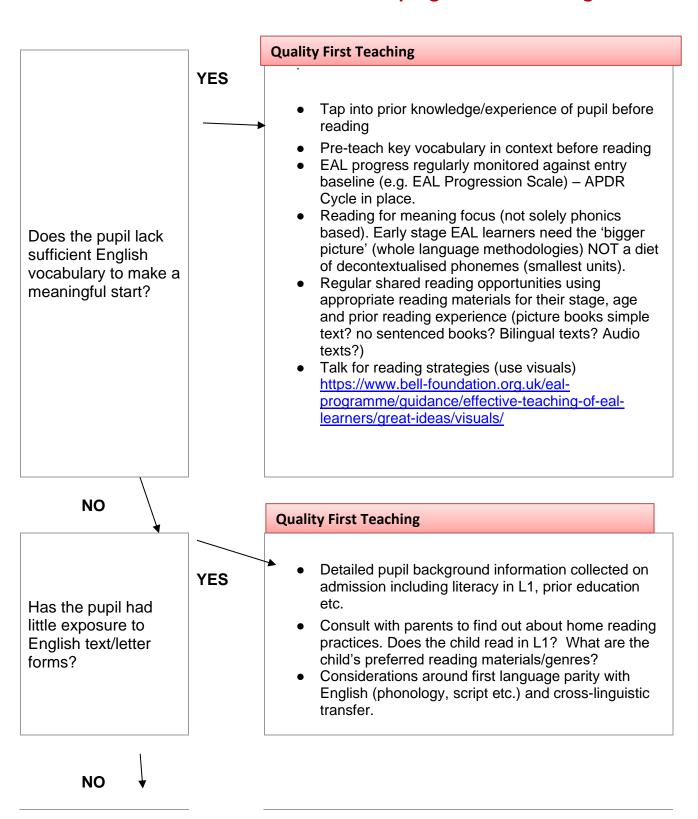


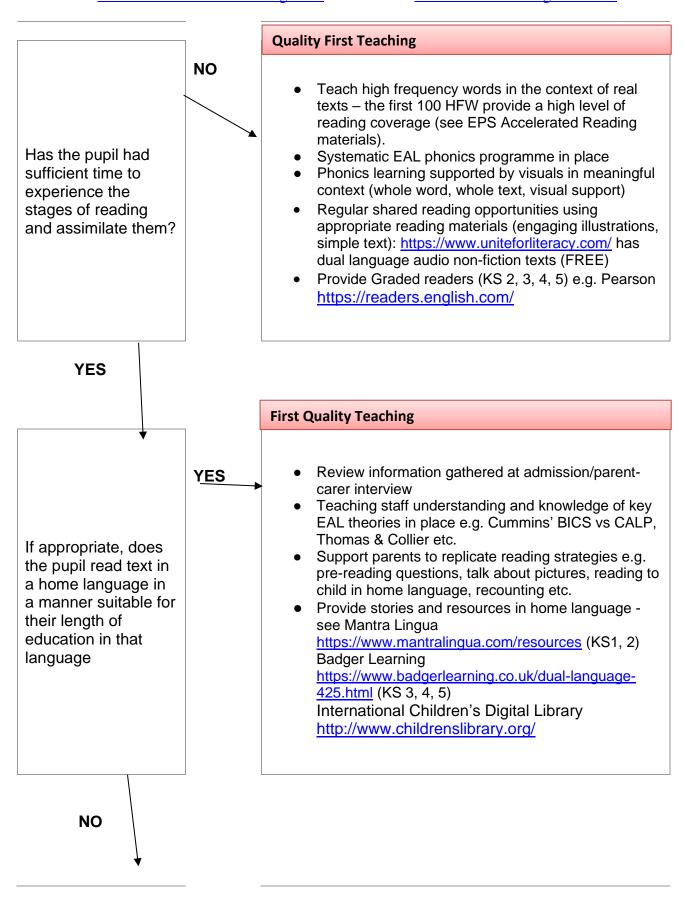
Area of Concern: Difficulty in progressing in areas of the curriculum other than English

Quality First Teaching Understanding Cognitive vs. Language Demand informs planning and lesson delivery. NO Scaffolding strategies in place across all subjects Are the support including mathematics materials appropriate Collaborative learning activities (peer support) and the instructions Consider prior educational history and possible lack of and explanations exposure to curriculum subject areas. given in language Consult family appropriate for the Teachers are aware of and have access to curriculum pupil's stage of linked resources, research and CPD provided by EAL development in that Associations e.g. Bell Foundation https://www.bell- foundation.org.uk/eal-programme/, NALDIC language? http://www.naldic.org.uk/eal-teaching-and-learning/ealresources/ and Collaborative Learning http://www.collaborativelearning.org/ **Quality First Teaching** YES Use resources designed for EAL e.g. Racing to English, YES Collaborative Learning, Bell Foundation etc. Consistent use of visuals to support language including software packages e.g. Widgit Symbols, Communication Can the pupil in Print understand the task(s) Create small group speaking & Listening sessions - little when supported by and often. visual materials or if Use EAL listen and response programmes online e.g. the task is language British Council websites free? https://learnenglishkids.britishcouncil.org/ https://learnenglishteens.britishcouncil.org/ Use non-verbal reasoning materials to establish cognitive control/metalinguistic awareness NO **Quality First Teaching** Is the pupil capable of Use bilingual support in class e.g. bilingual texts/digital YES understanding the task translation packages, Mantra Lingua resources etc. when it is explained in home language?



Area of Concern: Slow or little progress with reading





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NO

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?

Quality First Teaching

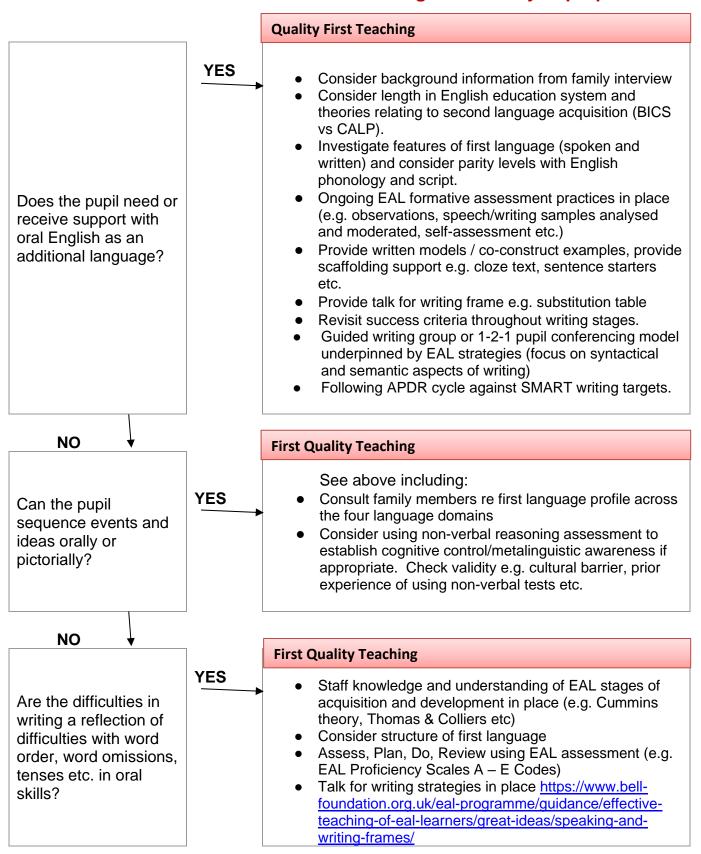
As above including:

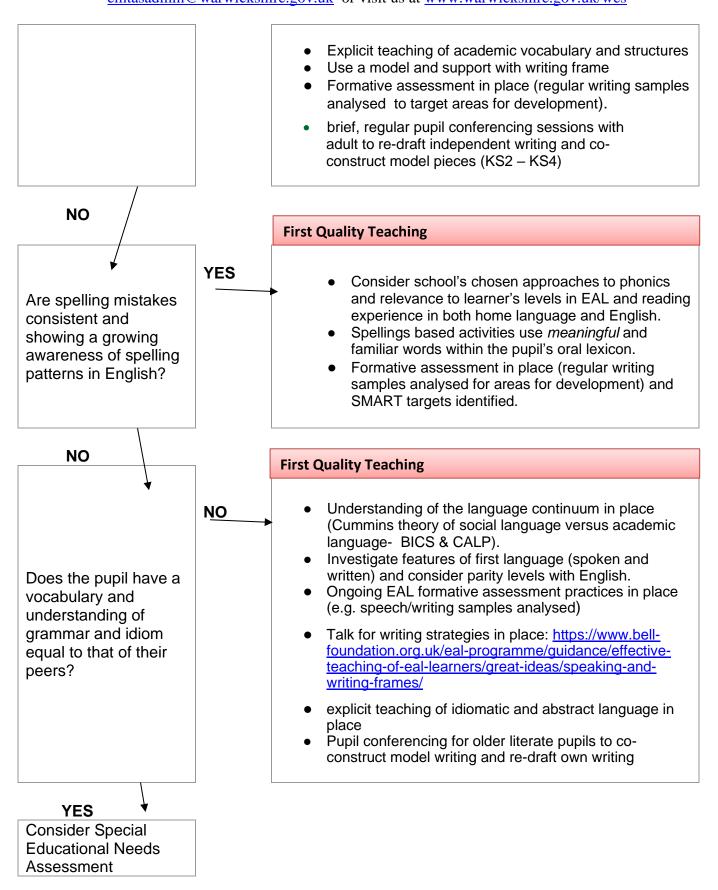
- Use books that reflect culture /experience of the pupil
- Talk for reading strategies (activate prior knowledge before reading)
- Opportunities for explicit teaching of idiomatic and abstract language (academic English)
- Reading for meaning interventions CPD e.g. Inference Training (STS), Talking Partners Oral language programme (EMTAS)
- Ongoing vocabulary enrichment programme in place.
 Vocabulary deficits are an ongoing language need for all EAL learners.

YES

Consider Special Educational Needs Assessment

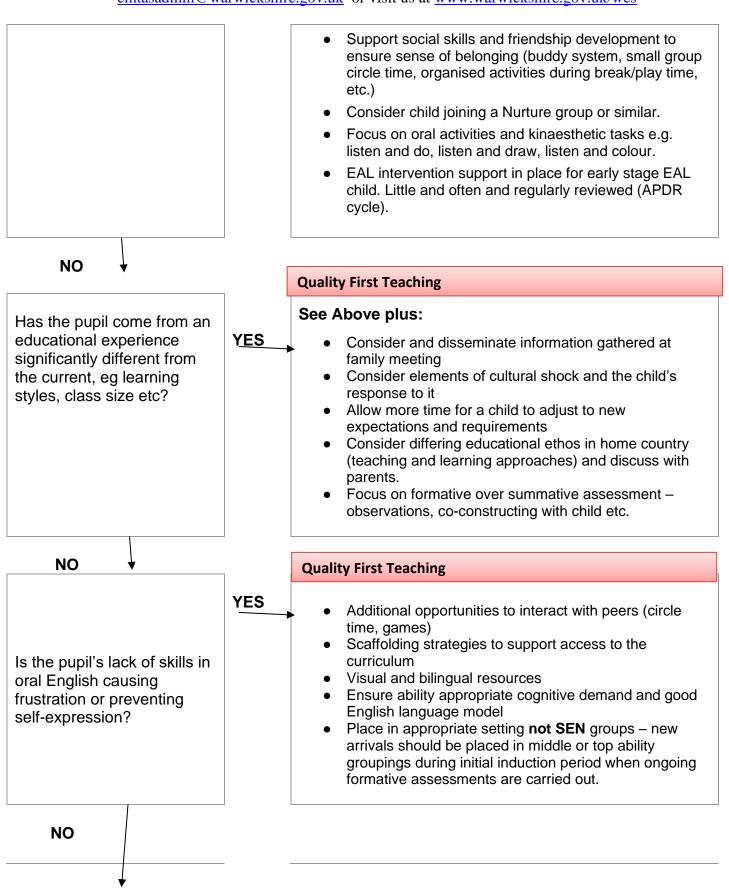
Area of Concern: Difficulties with writing for a variety of purposes





Area of Concern: Behavioural, Emotional or Social Difficulties

Quality First Teaching Detailed information gathered at admission/family interview and disseminated to relevant staff and information informs tailored induction. Transition should focus on SEAL – social emotional aspects of learning to support school integration -YES Is the pupil experiencing sense of belonging and a learning mindset. confusion with a new culture Books, stories and materials in first language / environment? provided and shared with parents Learning environment reflects the child's cultural background recognise the importance of peer involvement in welcoming pupil e.g. sympathetic buddies in class to support inclusion. A whole school welcoming ethos of cultural reciprocity i.e. we can learn from each other. Additive approaches towards bilingualism/multilingualism highlighting the skill as an asset e.g. celebrating World Languages day etc. Full participation within school life and strategies that build on a sense of belonging and cohesion within school e.g. jobs in the classroom with a buddy, 'mantle of the expert' strategy (child to teach some words to the class in their language), opportunities to use first language if at early stages of English (writing). Translation devices in place e.g. tablet with Google translate for early stage EAL learners (audio for those not literate in L1). NO **Quality First Teaching** See Above plus: YES Has the pupil had only a A comprehensive EAL new arrivals induction in place short experience of formal following EMTAS Induction Guidance strategies (EAL education of any sort? New Arrivals Training). A safe-haven provided and involvement from a key trusted adult



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?

NO

Quality First Teaching

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 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.

Does the child feel pressured to respond orally?

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.

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Quality First Teaching Culturally inclusive classroom teaching Increased opportunities for celebration of cultural Could the pupil's diversity throughout the curriculum and whole school behaviour/anxiety be the YES result of other people's Follow school policy on reporting and monitoring racist attitudes or racism/bullying (racist incidents reporting to Equality & behaviour? Diversity Officer in WCC) Consult with parents to find out what views of school the child shares with family. NO **Quality First Teaching** Scaffolding strategies in place across all subjects NO 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/ealprogramme/ Collaborative learning activities (peer support) Consider prior educational history and possible lack of Are the tasks chosen exposure to curriculum subject areas. appropriate for the pupil's Review data on entry – length of time in system, Prior language level? 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

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

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/
- 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
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- Gibbons P (1993) Learning to Learn in a Second Language. Pub. Heinemann, Portsmouth
- 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.