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Warwickshire County Council

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.

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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
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SEN-EAL Enquiry Filter Questions

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

Has the pupil had less than six months' exposure to English?

YES →

Quality First Teaching

- Staff knowledge and understanding of EAL acquisition and development theories in place e.g. 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 of spoken English e.g. middle to higher settings with regular monitoring.
- EAL scaffolding strategies used in mainstream 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 ↓

Does the pupil respond through body language or physical actions?

↓

YES →

Quality First Teaching

- 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.
- Provide child with communication cards e.g. Widgit Online has dual language visual resources.

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- 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.

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

as the pupil had less than two years' exposure to English?

YES

Quality First Teaching

- BICS vs CALP considered (Cummins theory).
- Development of language rich environment in place.
- Collaborative learning activities (peer support)
- Ongoing EAL formative assessment in place (observations, speech & writing samples, Language Profiling etc. Where are the strengths and areas for development?)
- Consider child's prior educational history and background information, length of time in the English school system etc.
- Consider child's date of birth and any potential gaps in education moving between different countries and systems of education.
- Consider home language parity with English e.g. Chinese has little parity, Dutch has high parity.
- Level of parent-school engagement. Are parents actively involved in supporting curriculum learning using their most proficient / home language?
- EAL tracking in place (e.g. A - E EAL Proficiency Scales)

NO

Could the pupil feel threatened by or ill at ease with the classroom situation?

YES

Quality First Teaching

- Consult with family.
- Safe-haven provided with key staff member
- 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 play activities during break/play time, Nurture group etc.)
- Communication Friendly Environment reflects pupils language/culture/identity
- Focus on SEAL – Social Emotional Aspects of Learning
- Carry out classroom observation using EAL observation tools.
- Complete EAL Self Evaluation Form https://www.bell-foundation.org.uk/eal-programme/guidance/school-self-evaluation/
- Consider improving whole school practice with EAL quality mark https://www.theealacademy.co.uk/services/consultancy/eal-quality-mark/

NO

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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?

YES

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

- 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/

NO

Consider Special Educational Needs Assessment

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

Are the support materials appropriate and the instructions and explanations given in language appropriate for the pupil's stage of development in that language?

NO →

Quality First Teaching

- Understanding Cognitive vs. Language Demand informs planning and lesson delivery.
- Scaffolding strategies in place across all subjects including mathematics
- Collaborative learning activities (peer support)
- Consider prior educational history and possible lack of exposure to curriculum subject areas.
- Consult family
- Teachers are aware of and have access to curriculum linked resources, research and CPD provided by EAL Associations e.g. Bell Foundation https://www.bell-foundation.org.uk/eal-programme/ , NALDIC http://www.naldic.org.uk/eal-teaching-and-learning/eal-resources/ and Collaborative Learning http://www.collaborativelearning.org/

YES ↓

Can the pupil understand the task(s) when supported by visual materials or if the task is language free?

YES →

Quality First Teaching

- Use resources designed for EAL e.g. Racing to English, Collaborative Learning, Bell Foundation etc.
- Consistent use of visuals to support language including software packages e.g. Widgit Symbols, Communication in Print
- Create small group speaking & Listening sessions – little and often.
- Use EAL listen and response programmes online e.g. British Council websites - https://learnenglishkids.britishcouncil.org/ https://learnenglishteens.britishcouncil.org/
- Use non-verbal reasoning materials to establish cognitive control/metalinguistic awareness

NO ↓

Is the pupil capable of understanding the task when it is explained in home language?

YES →

Quality First Teaching

- Use bilingual support in class e.g. bilingual texts/digital translation packages, Mantra Lingua resources etc.

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- Family partnerships – encourage maintenance of first language skills at home.
- Additional and EAL stage appropriate home learning in place: Share key curriculum topic words and structures ahead of lesson delivery to parents to cover in home language and build contextual and conceptual understanding before lessons.
- Review home language profile information and consult parents.

NO

Has the pupil had experience of the essential stages leading to the task?

NO

Quality First Teaching

- Pre-teach key lesson vocabulary/ concepts/contextual overview
- Ongoing Vocabulary Enrichment intervention work in place.
- Opportunities for overlay learning to consolidate.
- Speaking / Writing Frames e.g. substitution table https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/substitution-tables/
- Success criteria reiterated and clearly understood
- Key concepts/language presented through regular use of graphic organisers, visual support – see templates on Bell Foundation Website https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/graphic-organisers/
- Opportunities to link learning to prior knowledge and experiences of pupil.
- Self assessment tools in place and used to check regularly throughout learning stages e.g. traffic light cards

YES

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Area of Concern: Slow or little progress with reading

Does the pupil lack sufficient English vocabulary to make a meaningful start?

YES

Quality First Teaching

- Tap into prior knowledge/experience of pupil before reading
- Pre-teach key vocabulary in context before reading
- EAL progress regularly monitored against entry baseline (e.g. EAL Progression Scale) – APDR Cycle in place.
- Reading for meaning focus (not solely phonics based). Early stage EAL learners need the 'bigger picture' (whole language methodologies) NOT a diet of decontextualised phonemes (smallest units).
- Regular shared reading opportunities using appropriate reading materials for their stage, age and prior reading experience (picture books simple text? no sentenced books? Bilingual texts? Audio texts?)
- Talk for reading strategies (use visuals) https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/visuals/

NO

Has the pupil had little exposure to English text/letter forms?

YES

Quality First Teaching

- Detailed pupil background information collected on admission including literacy in L1, prior education etc.
- Consult with parents to find out about home reading practices. Does the child read in L1? What are the child's preferred reading materials/genres?
- Considerations around first language parity with English (phonology, script etc.) and cross-linguistic transfer.

NO

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Has the pupil had sufficient time to experience the stages of reading and assimilate them?

NO

Quality First Teaching

- Teach high frequency words in the context of real texts – the first 100 HFW provide a high level of reading coverage (see EPS Accelerated Reading materials).
- Systematic EAL phonics programme in place
- Phonics learning supported by visuals in meaningful context (whole word, whole text, visual support)
- Regular shared reading opportunities using appropriate reading materials (engaging illustrations, simple text): https://www.uniteforliteracy.com/ has dual language audio non-fiction texts (FREE)
- Provide Graded readers (KS 2, 3, 4, 5) e.g. Pearson https://readers.english.com/

YES

If appropriate, does the pupil read text in a home language in a manner suitable for their length of education in that language

YES

First Quality Teaching

- Review information gathered at admission/parent-carer interview
- Teaching staff understanding and knowledge of key EAL theories in place e.g. Cummins' BICS vs CALP, Thomas & Collier etc.
- Support parents to replicate reading strategies e.g. pre-reading questions, talk about pictures, reading to child in home language, recounting etc.
- Provide stories and resources in home language - see Mantra Lingua https://www.mantralingua.com/resources (KS1, 2) Badger Learning https://www.badgerlearning.co.uk/dual-language-425.html (KS 3, 4, 5) International Children's Digital Library http://www.childrenslibrary.org/

NO

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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

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

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

Does the pupil need or receive support with oral English as an additional language?

YES

Quality First Teaching

- Consider background information from family interview
- Consider length in English education system and theories relating to second language acquisition (BICS vs CALP).
- Investigate features of first language (spoken and written) and consider parity levels with English phonology and script.
- Ongoing EAL formative assessment practices in place (e.g. observations, speech/writing samples analysed and moderated, self-assessment etc.)
- Provide written models / co-construct examples, provide scaffolding support e.g. cloze text, sentence starters etc.
- Provide talk for writing frame e.g. substitution table
- Revisit success criteria throughout writing stages.
- Guided writing group or 1-2-1 pupil conferencing model underpinned by EAL strategies (focus on syntactical and semantic aspects of writing)
- Following APDR cycle against SMART writing targets.

NO

Can the pupil sequence events and ideas orally or pictorially?

YES

First Quality Teaching

See above including:

- Consult family members re first language profile across the four language domains
- Consider using non-verbal reasoning assessment to establish cognitive control/metalinguistic awareness if appropriate. Check validity e.g. cultural barrier, prior experience of using non-verbal tests etc.

NO

Are the difficulties in writing a reflection of difficulties with word order, word omissions, tenses etc. in oral skills?

YES

First Quality Teaching

- Staff knowledge and understanding of EAL stages of acquisition and development in place (e.g. Cummins theory, Thomas & Colliers etc)
- Consider structure of first language
- Assess, Plan, Do, Review using EAL assessment (e.g. EAL Proficiency Scales A – E Codes)
- Talk for writing strategies in place https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/speaking-and-writing-frames/

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- Explicit teaching of academic vocabulary and structures
- Use a model and support with writing frame
- Formative assessment in place (regular writing samples analysed to target areas for development).
- brief, regular pupil conferencing sessions with adult to re-draft independent writing and co-construct model pieces (KS2 – KS4)

NO

Are spelling mistakes consistent and showing a growing awareness of spelling patterns in English?

YES

First Quality Teaching

- Consider school's chosen approaches to phonics and relevance to learner's levels in EAL and reading experience in both home language and English.
- Spellings based activities use *meaningful* and familiar words within the pupil's oral lexicon.
- Formative assessment in place (regular writing samples analysed for areas for development) and SMART targets identified.

NO

Does the pupil have a vocabulary and understanding of grammar and idiom equal to that of their peers?

NO

First Quality Teaching

- Understanding of the language continuum in place (Cummins theory of social language versus academic language- BICS & CALP).
- Investigate features of first language (spoken and written) and consider parity levels with English.
- Ongoing EAL formative assessment practices in place (e.g. speech/writing samples analysed)
- Talk for writing strategies in place: https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/speaking-and-writing-frames/
- explicit teaching of idiomatic and abstract language in place
- Pupil conferencing for older literate pupils to co-construct model writing and re-draft own writing

YES

Consider Special Educational Needs Assessment

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Area of Concern: Behavioural, Emotional or Social Difficulties

Is the pupil experiencing confusion with a new culture / environment?

YES →

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 – sense of belonging and a learning mindset.
- Books, stories and materials in first language 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 ↓

Has the pupil had only a short experience of formal education of any sort?

YES →

Quality First Teaching

See Above plus:

- A comprehensive EAL new arrivals induction in place following EMTAS Induction Guidance strategies (EAL New Arrivals Training).
- A safe-haven provided and involvement from a key trusted adult

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- 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

Has the pupil come from an educational experience significantly different from the current, eg learning styles, class size etc?

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

Is the pupil's lack of skills in oral English causing frustration or preventing self-expression?

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

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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

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Could the pupil's behaviour/anxiety be the result of other people's racist attitudes or behaviour?

YES

Quality First Teaching

- 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

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

NO

Quality First Teaching

- 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

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