DISTINGUISHING THE DIFFERENCE SEN OR EAL?

An Effective Step-by-Step Procedure for Identifying the Learning Needs of EAL Pupils Causing Concern

by Susan Rosamond, Imtiaz Bhatti, Marion Sharieff, Karen Wilson

Birmingham City Council
Learning and Culture

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FOREWORD

This publication is the result of a highly successful joint venture between the Ethnic Minority Pupil Support Unit, part of Birmingham Advisory and Support Service and the Sandwell Ethnic Minority Achievement Project. The initial research and development work was carried out by these two teams, developed in local schools and supported by Core Skills funding.

Our aim was to develop a procedure to support schools in differentiating between bilingual pupils who have English language development needs and those who have special educational needs.

Working together was mutually beneficial as it increased the range of expertise, enabling colleagues to share and build upon research, and to develop a comprehensive guide to supporting EAL pupils. At each stage in its development, the procedure was trialled in schools by teachers participating in the Core Skills project. Their contribution was invaluable and enabled us to improve upon our initial drafts.

These materials are designed to enable schools to make more accurate assessments and provide more effective interventions for their EAL pupils. They contain a simple, five-step procedure for identifying the learning needs of EAL pupils, together with a set of supporting materials intended to save teacher's time at every stage. We hope they will be of benefit to schools in improving provision for bilingual pupils.

About the authors

Susan Rosamond Materials Development Officer, Ethnic Minority Pupil Support Unit, Birmingham Advisory and Support Service

Imtiaz Bhatti Adviser, Equalities and Social Inclusion, Sandwell LEA

Marion Sharieff Teacher Adviser, Birmingham Advisory and Support Service

Karen Wilson SEN Adviser, and Manager of the Core Skills EAL/SEN Project, Birmingham Advisory and Support Service

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Acknowledgments

We would like to thank the following colleagues for their support in the development and trialling of these materials.

Waj Alisha	Handsworth Wood Girls' School
Vanwy Arif	Waverley School
Roland Bull	Golden Hillock Community School
Kay Hennesey	Queensbridge School
Marilyn Nicolson	George Dixon International School
Liz Skelton	Golden Hillock Community School
Isobel de Ville	Kings Norton High School

We would also like to thank:

Karamat Iqbal, Lead Officer Equalities (BASS), for monitoring the Core Skills SEN/EAL Project.

Brian Wardle, Key Stage 3 Team leader (BASS), for his continual support and monitoring of the Core Skills SEN/EAL Project.

Bob Warren, Manager of the Ethnic Minority Pupil Support Unit (BASS), for his advice and support throughout this joint venture.

Special thanks

We are especially grateful to **Dr Constant Leung**, Senior Lecturer in Language Education, Kings College London, for his valuable comments on EAL and language development issues.

Also, our special thanks must go to **Roland Bull** and **Liz Skelton** for responding speedily and professionally to additional requests for evidence and supportive materials; to NALDIC (National Association for Language Development in the Curriculum) for permission to reprint their materials.

Our appreciation to DfES and OfSTED for their kind permission to make reference from their publications.

PART A: INTRODUCTION

The Challenge

The Context

The Procedure

Summary of *The Procedure* with list of photocopy masters

The Challenge

The importance of being able to discriminate clearly between the need for English as an additional language (EAL) support and the need for special educational needs (SEN) support is readily acknowledged by teachers. But it is also widely recognised that, in practice, distinguishing between a language learning need and a special educational need is a difficult task. This publication has therefore been specifically designed to address this challenge. Its simple five-step approach (subsequently referred to as *The Procedure*) and its associated material have been developed to assist teachers in the process of discerning the real needs of EAL pupils causing concern.

The Context

The Procedure is set within the context of national and local policies on educational inclusion, raising standards of achievement and promoting race equality. It is underpinned by the Special Educational Needs Code of Practice (DfES, 2001), the National Curriculum Statutory Statement on Inclusion (DfES, 1999) and the Race Relations (Amendment) Act (DfES, 2000). In addition, it is informed by a review of relevant research in the field of bilingualism and special education, which provided a knowledge base as well as identifying key issues and best practice for teaching and learning.

Central to *The Procedure* is the underlying principle that learning difficulties do not always result from problems within the pupil, that a school's own policies and practices can make a significant difference to rates of progress. Consequently, when considering the possible reasons why an EAL learner might be making little or no progress, *The Procedure* states that it is important to be just as rigorous in identifying whether the school is providing the necessary pre-requisites for an all-inclusive environment, and whether the school is providing appropriate EAL support.

The Procedure

The Procedure identifies five key steps for assessing EAL pupils causing concern.

● Step 1: Exploring reasons for concern

● Step 2: Collecting pertinent background information

● Step 3: Collecting evidence

● Step 4: Analysing the information and evidence collected

● Step 5: Identifying the pupil's needs and the provision required

This model follows a familiar line of investigation but differs in that it systematically takes into account factors affecting the achievement of pupils with EAL in relation to the following four areas:

(a) the pupil's level of **language proficiency**

(b) the extent to which **the learning environment** is supportive

(c) the extent to which the pupil has **access to the curriculum**

(d) whether the pupil has **special educational needs**

Guidelines for handling, *The Procedure* the accompanying photocopy masters and other supporting materials are supplied in Part C and Appendix 2, and summarised below.

Summary of *The Procedure* with list of photocopy masters

Steps	*The Procedure* for identifying the learning needs of EAL pupils causing concern:	Photocopy Masters: (See C1.1 -C5 in Appendix 2)
Step 1: Expression of concern	Enter referral details on the 'Assessment Report' (C1.1) 1. Identify person(s) expressing concern. 2. Describe reason(s) for concern.	● 'Identifying the Learning Needs of EAL Pupils Causing Concern: Assessment Report' (C1.1) This form (C1.1) is used throughout the whole Procedure and should be filled in appropriately at the end of each step.
Step 2: Collecting background information	**Complete the 'EAL Pupil Profile' sheet (2.1).** The 'EAL Pupil Profile' sheet should be completed to provide information on the child's family, educational and linguistic background, together with relevant medical details.	● 'English as an Additional Language Pupil Profile' sheet (C2.1)
Step 3: Collecting evidence	**Collect evidence/information to provide an overall picture of:** 1. the steps already taken in meeting the needs of the pupil, including teaching strategies and, in particular, strategies (if any) used to support pupils learning EAL. 2. the pupil's strengths and areas in need of development; 3. the pupil's level of English language competence (see **Progress Booklet***); 4. the pupil's progress over time measured against teaching targets, and descriptors in the Progress Booklet.'	● ''Pre-requisites for an All-inclusive Environment – A Checklist of Good Practice'' (C3.1) ● ''Appropriate Support – A Checklist of Good Practice'' (C3.2) ● 'Progress Booklet' for pupils with English as an additional language (See References EMPSU, 2003; SEMAP, 2003)

* Not included in this publication

Step 4: Analysis of pupil data and evidence	**Part 1:** Use information gained from the 'EAL Pupil Profile' (C2.1) and the collection of evidence to **plot the pupil on 'The Development of EAL Matrix,'** selecting the appropriate record sheet. Use the pupil's point of reference on the matrix to **identify his/her rate of progress in order to establish whether it is significantly below the expected timescale and needs further investigation.**	'The Development of EAL – Matrix Record Sheets' (C4.0-C4.9)

	Part 2:
	Use the 'Language Needs or Special Needs' flow chart to identify any factors that are affecting the pupil's progress, taking into account information gained from:
	
	1. the 'EAL Pupil Profile' (C2.1) and
	
	2. the collection of evidence, including
	
	3. the reviews of current practice with reference to:
	
	    ● 'Pre-requisites for an All-inclusive Environment – A Checklist of Good Practice,' (C3.1) and
	
	    ● 'Appropriate Support – A Checklist of Good Practice,' (C3.2).
		'Language Needs or Special Needs' flow chart (C5)

Step 5: Identification of needs and provision	**Complete the 'Assessment Report' identifying the pupil's needs and requirements** based on the analysis of data and evidence: 1. Pupil assessed as having **EAL needs only.** 2. **No firm decision.** 3. Pupil identified as having **SEN.**	● 'Identifying the Learning Needs of EAL Pupils Causing Concern: Assessment Report' (C1.1)

PART B: SETTING THE CONTEXT

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Special Educational Needs Code of Practice (2001)

English as an Additional Language

The SEN Code of Practice (DfES, 2001: Sections 5:15-5:16 and 6:14-6:16) provides specific guidance with regard to English as an additional language. It recommends 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.** It highlights the **need to take into account the context of the home, culture and community** and, where appropriate, to take advantage of any local sources of advice as well as any liaison arrangements within the relevant ethnic community.

The Code states unequivocally that **a lack of competence in English must not be equated with learning difficulties**, as defined by the Act (DfES, 1996). So, a pupil, for whom English is an additional language, should only be assessed as having special educational needs, if he/she falls into one of the three categories of learning difficulty specified below. At the same time, the Code warns that it should not be assumed that a lack of competence in English is the only reason why EAL learners make slow progress. It points out that they may also have learning difficulties.

To help establish whether pupils have special educational needs or English language development needs, it is necessary for schools to examine in detail their performance and progress across different subjects. It is also recommended that in the initial stages of the process of identification, the school should **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

This information should be **used to inform the planning of all further work** with reference to learning difficulties as well as any additional language support.

Implications for *The Procedure*

This guidance has been fully addressed and is well reflected in *The Procedure* and its supporting materials. In particular, the need to make a full assessment of the pupils' language skills is supported by the collection of pertinent information about the pupil's family, educational and linguistic background on the Pupil Profile sheet (C2.1).

It is crucial to know the *age of the pupil on arrival in the UK*, the *number of years of formal education received in his/her first language* and the *number of years that he/she has been learning English*, in order to determine whether the pupil's rate of progress for the development of EAL is within the expected timescale for the EAL group to which he/she belongs. (See the EAL matrix Diagrams 2, 3 and 4 in Appendix 1.) Also, knowing whether the pupil's speaking skills and literacy skills are age-appropriate in his/her first language is important because it is predictive of his/her potential in English.

The need to take into account the context of the pupil's home, culture and community is integral to *The Procedure* when considering factors affecting the achievement of pupils with EAL, especially in terms of the extent to which the learning environment is supportive and how much the pupil has access to the curriculum (see key questions C5 plus both checklists of good practice C3.1 and C3.2).

The need for Parental Involvement and Pupil Participation

The new SEN Code of Practice (2001) places a stronger emphasis on parental involvement. Within this publication, the section 'Home Visits and Parental Involvement' (pages 26 – 28) offers further guidance. It highlights factors that should be taken into consideration when visiting and communicating with parents whose first language is not English. The SEN Code also emphasises the right of all children and young people to be involved in making decisions and exercising choices. This right applies equally to children with special educational needs (3:1). However, if schools are to meet the challenge of ensuring pupil participation, then they must find ways of enabling all pupils to participate. The SEN Code points out that pupils with special educational needs, who also have English as an additional language, are likely to require additional support to enable them to participate, e.g. they may need access to a translator in order to communicate their views (SEN Toolkit 2001, Section 4: paragraph 13).

Definition of Special Educational Needs

The Special Educational Needs Code of Practice (2001, 1:3) includes the following definition of special educational needs.

Children have special educational needs if they have a **learning difficulty** which calls for special educational provision to be made for them.

Children have a **learning difficulty** if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;

c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area;

b) for children under two, educational provision of any kind.

See Section 312, Education Act 1996

Definition of Bilingual

For the sake of clarity and consistency, it seems appropriate to adopt the definition of 'bilingual' given in the Ofsted documents offering specific guidance on English as an additional language: "**bilingual** refers to children who are in regular contact with more than one language for the purposes of family living. Their competence may be in one or all of the four skills (listening, speaking, reading, writing) in either or both languages and is likely to be at varying levels."

Ofsted, 2000: p.28; 2001: p.5)

FREQUENTLY ASKED QUESTIONS

QUESTION: How can assessment using a pupil's first language support the identification of a learning need?

ANSWER: Through assessment using a pupil's first language it may be possible to ascertain whether a pupil:

● has a preferred social language

● has a social language that is at an age appropriate level

● has expressive speech and language difficulties

A pupil's first language may also be used to ascertain:

● the level of academic ability of those pupils who have studied in their first language (although this can be difficult as it requires understanding of the education system as well as knowledge of the non-English academic language in which the pupil has studied)

Such knowledge provides important information that should inform the decision-making process. It should also be remembered that finding out such information is only part of the process. Using first language to assess a pupil's everyday communication fluency and his/her level of academic ability CANNOT, of itself, determine whether an EAL learner has a special educational need. It may be a good indicator, but it would need to be substantiated by the further collection of information and evidence, and the analysis of this data taking into account factors that affect the achievement of pupils with EAL as detailed in '*The Procedure*' (see: Steps 1 to 5).

QUESTION: Is it appropriate to use ready-made tests for the assessment of EAL pupils?

ANSWER: Most tests are in English. Therefore, if an EAL pupil is unable to perform, or performs badly, on a particular assessment, consideration should be given as to whether it may be the result of EAL difficulties. If this is not taken into account when the results of the tests are reported, then there is a danger that his/her academic potential may well be underestimated because he/she may not have learned sufficient English to enable him/her to demonstrate his/her abilities.

● It is not good practice to use any test in isolation for the identification of the learning needs of pupils. There are various reasons why a pupil may not perform well in a test on any particular day. For pupils with EAL it is proposed that a wide range of evidence needs to be evaluated in order to reach a consensus on the needs of a particular pupil.

● Norm based assessment tools that give a functioning level or age for a pupil need to be used with extreme caution. It is not always clear from the information provided in some of the tests whether trials have been undertaken with EAL pupils. Even tests such as the British Picture Vocabulary Scale II (NFER/NELSON, 1997), where there is a scale for EAL pupils, need to be looked at carefully as they assume that EAL pupils are a homogenous group when in fact this is not the case.

● In any assessment it is important to consider its purpose and its outcome. Even when a pupil has the social language skills to perform on a particular test the pupil's inability to achieve may be due to a lack of opportunity to learn the necessary academic skills.

The results of any tests must be used carefully. By giving numerical value to the performance of an individual pupil, staff and parents may label pupils as having low ability when this may not be the case.

QUESTION: Can tests be translated?

ANSWER: It is important that instructions are orally translated for pupils in the language or dialect that is as a near as possible to their mother tongue.

- It may not be possible or appropriate to translate the test. There are some languages that do not have a written form. They are spoken by people from rural communities and the language has developed in isolation from the wider region. In this case, the language for education is different and is not used by the community in social contexts. Some languages also have many dialects, therefore, it can be difficult to be sure that the correct version is being used.

QUESTION: Can I assess a pupil using interpreters to translate a test?

ANSWER: It is not always easy to find an interpreter who speaks the same language or dialect even when they come from the same country. There are many variations within dialects between one village and another. Even when interpreters do come from the same village as the pupil, the vocabulary of one speaker may vary from that of another as a result of different language experiences.

- With the increasing number of languages spoken by pupils in schools and a greater number of languages spoken by relatively small numbers of pupils, it is becoming increasingly more difficult to find translators. Subsequently, given a limited choice of interpreters, it is easy to sacrifice quality in order to find anyone who can speak the language.
- An interpreter needs to have an understanding of the education system the pupil has arrived from as well as the English education system.
- It is important that an interpreter has received training on the rules of an assessment.
- Sometimes parents working within schools are used to help with interpretation. In all cases there is an issue of confidentiality. Schools need to be particularly aware of this as parents from individual ethnic communities form networks outside the school. In some cases they may even come from the extended family.
- Sometimes for ease of time and access pupils in schools are used to translate and interpret. Although it is good practice for pupils to communicate in their mother tongue in the classroom in order to develop subject knowledge, the use of this group to aid interpreting in tests is not appropriate.
- Where it is possible to use interpreters it is important to ensure that all the correct checks have taken place. It is important to have a pre-meeting to explain assessment procedures, including the context and confidentiality of the test.
- When an interpreter is used for an assessment, a pupil may not perform because of the artificial situation created by the setting and by the use of adults who are not known to the child. This is particularly true for young children and pupils who are new to the school.
- It is important to consider the purpose of the assessment and how translating may effect it. Based on the background information of the pupil and the issues highlighted in this section and the section entitled `can a tests be translated` it may not be possible to interpret the test.

QUESTION: How do I find out how much a pupil knows when they have just arrived from another country, especially if they are of refugee or asylum seeker background?

ANSWER: New arrivals from other countries may be traumatised. It should be remembered that such pupils may include refugee and asylum seekers and may need specialist support before any evaluation of their social and academic ability can be made.

● It is not appropriate to use formal testing methods before a pupil has had an opportunity to settle in school. To make an evaluation of a pupil's ability, background information needs to be collected (see *The Procedure*: Steps 2 and 3). This will provide information necessary for the pupil to be correctly placed in school.

● It has been established through research that pupils may take up to two years to acquire 'everyday communication fluency'. In view of this you may wish to consider the purpose of the assessment and what the results will show.

● You will also need to consider whether you wish to assess the pupil's academic ability or their social language and consider different methods and sources for obtaining this information.

IDENTIFYING LEARNING NEEDS

This section further describes the context within which *The Procedure* has been developed. It includes a brief description of the development of English as an additional language and identifies factors that affect the achievement of EAL pupils. An understanding of this context will support schools by ensuring a better understanding of the appropriatness of *The Procedure*. In particular, it will help to explain the significance of the key questions in relation to the key factors that affect the achievement of EAL pupils, as well as helping to clarify the points of reference on the matrices that illustrate the timescales for the development of English as an additional language for particular groups of EAL learners.

DIVERSITY OF EAL PUPILS

Children for whom English is an additional language are not a homogenous group. They form a diverse group from a wide variety of language and socio-economic backgrounds, with varying degrees of competence in their first language. While some may only be speakers of their first language, others may be completely fluent and literate.

With regard to English, some developing bilinguals will be in the early stages of learning to speak, read and write in English. Others may have acquired everyday communication fluency and will be able to hold conversations, but their skills in speaking, reading and writing may not have developed sufficiently to enable them to cope adequately with the language demands of the curriculum. They will need support to develop their academic language, if they are to continue to make progress and achieve their full potential.

Add to this already diverse group, the fact that some bilingual pupils may also have special educational needs, ranging from mild to severe, and the diversity is greatly increased. Knowing that they are a diverse group is in itself significant because it means that developing bilinguals have different starting points when learning English as an additional language. This may seem obvious, but it is worth remembering in terms of differentiating the curriculum to meet individual needs, which is crucial to bilingual pupils with learning difficulties.

THE TASK FACING THE EAL LEARNER

On entry to school, many bilingual children are at a disadvantage because they are expected to learn in their second language, which is usually their weaker language. The task facing the EAL learner is considerable. He/she must:

● learn a new language

● learn the curriculum in the new language

● use the new language to develop new concepts, which are sometimes quite abstract and

● use the new language to develop literacy skills

Given the enormity of this task, it is important that schools are able to identify factors that affect the achievement of pupils with English as an additional language, so that they are better able to meet their needs.

FACTORS AFFECTING ACHIEVEMENT

The achievement of pupils learning EAL is affected by factors relating to four areas:

(a) the **pupil's level of language proficiency**

(b) the **extent to which the learning environment is supportive**

(c) the **extent to which the pupil has access to the curriculum**

(d) whether the pupil has **special educational needs**

See Overview on the following page.

So, when attempting to identify possible reasons that might explain why an EAL learner is making little or no progress, it is necessary to give due consideration to factors within each area. *The Procedure* has been developed in response to the need for a structured approach towards taking such factors into account and posing them as key questions.

Factors posed as key questions

Step 4 (Part 2) of *The Procedure* identifies factors within the four areas above and recommends that they are systematically taken into account in order to identify those that are affecting the pupil's progress. To facilitate this process, a flowchart has been designed with the factors posed as key questions (see C5). It is presented in this form: firstly, to provide a route through *The Procedure* and, secondly, to emphasise the need for a systematic approach to ensure that all factors are taken into account. It is not intended to suggest that the achievement of EAL learners is likely to be affected by factors exclusively in one area. Indeed, there may be a combination, although those in a particular area may be more significant. Answers to the key questions should be recorded in the 'Assessment Report' (C1.1), which in turn offers some guidance to help teachers to distinguish between pupils whose ongoing difficulties are related to English language development needs and those who may also have a learning difficulty.

The question usually asked is one of whether the pupil has English language development needs **or** a learning difficulty, but it should be remembered that the two are not mutually exclusive. If a pupil, for whom English is an additional language, has been identified as having special educational needs, then it is quite likely that the two barriers to learning will interact. The acquisition of an additional language will be slowed down by the learning difficulty, and problems of access to the curriculum resulting from language difference will continue to impede progress (Cline, 1998). The fact that an EAL pupil, who has been identified as having special educational needs, may also require EAL support is acknowledged in the SEN Code of Practice (DfES 2001: 7:56. See also C1.1 Step 5:3a.):

> "The pupil may also require EAL support to compensate for the impact of a communication difficulty on learning in English as an additional language."

OVERVIEW

of Factors Affecting the Achievement of Pupils with EAL

FACTORS AFFECTING THE ACHIEVEMENT OF PUPILS WITH EAL

ACCESS TO THE CURRICULUM
The pupil may be making little or no progress because of factors related to accessing the curriculum that are creating barriers to learning.

LANGUAGE PROFICIENCY
The pupil may be making little or no progress because his/her academic English is not adequate to meet the language demands of the curriculum.

THE LEARNING ENVIRONMENT
The pupil may be making little or no progress because of environmental factors that are hindering learning.

SPECIAL EDUCATIONAL NEEDS
The pupil may be making little or no progress because he/she may be experiencing a learning difficulty.

There is an 'Important note' in Step 4 (Part 2) of *The Procedure*. It highlights the fact that learning difficulties do not always result from problems within the pupil, and emphasises the need for rigour in identifying:

● whether his/her needs are being met in a supportive learning environment, one which provides the necessary pre-requisites for an all-inclusive environment

● whether he/she is receiving appropriate EAL support to enable him/her to access the curriculum

Equally important, the note also points out that it should not be necessary to go through this process for each pupil, rather the assessment should be informed by a review of current practice as part of the school's procedures for self-evaluation. For example, in response to its specific duty to promote race equality, the school should assess and monitor the impact of all its policies on pupils, staff and parents of different racial groups, in particular, whether they are having an adverse impact upon attainment levels.

a) The Pupil's Level of Language Proficiency

The achievement and rate of progress of pupils learning EAL is obviously affected by their level of language proficiency. A pupil may be making little or no progress because his/her academic English is not adequate to meet the demands of the curriculum. First and foremost, it is necessary to consider how long the pupil has been learning English, whether he/she is in the early stages or is a more advanced learner of EAL, and whether his/her rate of progress for the development of EAL is within the expected timescale for the group to which he/she belongs. These and other factors affecting English language development have been identified in the guidance notes of The Procedure (see page 33) and are discussed below in the section describing the development of EAL (pages 18–25).

b) A Supportive Learning Environment

The school environment inevitably affects attitudes and behaviour and, in turn, attitudes and behaviour may make a positive contribution to pupils' learning or, to varying degrees, may hinder their learning. Therefore, when considering possible reasons why an EAL learner might be making little or no progress, it is important to ensure that the pupil's needs are being met in a supportive learning environment, one that provides the necessary pre-requisites for an all-inclusive environment, in which all pupils feel safe, settled and valued. In order to facilitate this review the following checklist of good practice is provided:

Pre-requisites for an All-inclusive Environment: A Checklist of Good Practice (see C3.1 and References: Ofsted, 2000, 2001, 2003a, 2003b).

c) Access to the Curriculum

Another major factor that should be considered, when taking into account possible reasons why an EAL learner might be making little or no progress, is whether he/she is receiving appropriate EAL support to enable him/her to access the curriculum. The checklist below is intended to help schools review their current provision for pupils learning EAL, identify existing good practice and highlight areas in need of development:

Appropriate Support: A Checklist of Good Practice (see C3.2 and References: Ofsted, 2000, 2001, 2003a, 2003b).

d) Special Educational Needs

Obviously, the pupil may be making little or no progress because he/she may be experiencing a learning difficulty and, as such, will have needs and requirements that fall into at least one of the following four areas:

(a) communication and interaction

(b) cognition and learning

(c) behavioural, emotional and social development, and

(d) sensory and/or physical

Under the heading, 'Factors relating to learning difficulties,' *The Procedure* (Step 4, Part 2, page 35) lists the triggers for intervention through School Action as identified in the SEN Code of Practice (DfES, 2001: 6.51). These triggers are posed as key questions in the 'Language Needs or Special Needs?' flow chart (C5). Elsewhere in *The Procedure*, references are given if there may be a link between one of the factors and a particular trigger.

THE DEVELOPMENT OF ENGLISH AS AN ADDITIONAL LANGUAGE

The following summary briefly describes research into the development of EAL, including: the 'silent period'; the distinction between everyday communication fluency and academic language proficiency; the question of how long it takes to learn English as an additional language; and the implications for assessment.

The 'Silent Period' – Normal Development Or A Cause For Concern?

Assessment may need to take account of the 'silent period':

● When pupils are newly arrived from overseas and have limited or no English (or if pupils are new to English when first starting school), they often go through a silent period, which may last from two weeks up to six months, before they begin to speak the new language.

● This is part of the normal development of an additional language. Children are not 'passive' during this stage. They are interacting with their environment, i.e. watching, listening, exploring, trying to make sense of new experiences by relating them to previous knowledge.

● It is important that such pupils should not feel anxious, that they should not feel under pressure to speak until they have gained the confidence to do so (NALDIC, 1998. Working Paper 4: Guidelines on Baseline Assessment for Bilingual Children).

● This silent period should not give cause for concern, unless it becomes prolonged. Obviously, it would then require further investigation.

The Distinction Between Everyday Communication Skills and Cognitive/Academic Skills

Research (Cummins, 1984, 1996; Gibbons, 1995; Thomas and Collier, 1997) on the acquisition of an additional language has revealed considerable evidence to suggest that there is a distinction between everyday communication skills and academic skills. It should be noted that the research carried out by Cummins (1984) includes studies of bilingual pupils with special educational needs.

Everyday communication fluency

It is often surprising how, relatively quickly, pupils with limited or no English become fluent in English in the context of learning to communicate with their friends in the playground. This everyday communication fluency, sometimes referred to as conversational fluency (Cummins, 1984, 1996) or playground language (Gibbons, 1995), includes the language that enables children to make friends, take part in games, and participate in the range of everyday activities, which allow them to develop and maintain social relationships. In such situations, bilingual pupils are highly motivated to learn a second language.

Communication in these situations usually takes place during face-to-face contact, in which the meaning is made clear through the physical and visual context, gesture, and body language. Less knowledge of the second language is required for a child to function appropriately and effectively in such conversational settings because he/she has the support of a range of contextual cues to facilitate comprehension. Given high motivation and the supportive context, children tend to develop everyday communication fluency quickly and apparently without effort.

Cognitive/academic language

The difference between playground language, i.e. the social language of everyday communication, and the language used by teachers in the classroom is emphasised by Gibbons (1995). It is acknowledged that playground language is not the language generally associated with teaching and learning in subjects such as maths, or science, nor does it usually demand the use of language required by the higher order thinking skills, such as hypothesising, evaluating, inferring, generalising, predicting, or classifying. Yet, these are the language functions that are related to learning and cognitive development in all areas of the curriculum, without which, a child cannot achieve his/her full academic potential.

Gibbons (1995) distinguishes between the two aspects of language proficiency by using the labels, 'playground language' and 'classroom language'. Cummins (1984) uses more descriptive terms which identify the nature of the difference, i.e. the level of language proficiency demonstrated by pupils in conversations which take place in familiar contexts, is described as, 'basic interpersonal communicative skills' (BICS), whereas, the use of language in academic situations is described as, 'cognitive/academic language proficiency' (CALP).

Irrespective of the label, albeit classroom language or cognitive/academic language, the fact of the matter is that it takes considerably longer to learn sufficient English to perform academic tasks than it takes to acquire everyday communication fluency in the face-to-face situations of playground language. The main reasons for this difference are that:

- cognitive/academic language is often quite abstract, and

- it frequently has fewer contextual cues to facilitate comprehension, which means that

- it relies more heavily upon a prior knowledge of the language itself.

How Long Does It Take To Learn English As An Additional Language?

- The findings of Cummins (1984, 1996) suggest that bilingual pupils, who are new to English, acquire 'basic interpersonal communicative skills' (BICS), in other words, everyday communication fluency, within 2 years of arrival but, on average, take 5–7 years to acquire 'cognitive/academic language proficiency' (CALP), i.e. the language of the classroom, to the same level as their native English-speaking peers.

- Further research (Thomas and Collier, 1997) revealed that 5–7 years may be an underestimate for some bilingual pupils, and that a key variable is the length of formal education received in their first language.

- They (Thomas and Collier) found that pupils who arrived between the ages of 8 and 11, who had received at least 2–5 years of schooling through their first language (L1) in their home country, were the ones who took 5–7 years. (See EAL Matrix Group B – Diagram 3, Appendix 1.)

- Those who arrived before age 8 were also researched by Thomas and Collier and were found to require 7–10 years or more. Apart from arriving during the early childhood years, these children had the same background characteristics as the 8–11-year-old arrivals. The only difference between the two groups was that the younger pupils had received little or no formal schooling in their first language. (See EAL Matrix Group A – Diagram 2, Appendix 1.)

- The number of years of formal education received by pupils in their first language has been confirmed by the work of Thomas and Collier, and many other researchers as a key variable in the length of time it takes a pupil to learn EAL (Thomas and Collier, 1997).

- With regard to older pupils, by extrapolating from this research and drawing on actual professional experience, it would seem reasonable to predict that pupils who arrive after age 11 with at least 5 years of schooling in their first language may require the same period of time as Group B, i.e. 5–7 years, to develop cognitive/academic language proficiency but with appropriate EAL and mother tongue language support in the curriculum, they may make accelerated progress in the use of academic English. (See EAL Matrix Group C – Diagram 4, Appendix 1.)

**Everyday Communication Fluency and Cognitive/Academic Language Proficiency:
Implications For Assessment**

- The distinction between everyday communication skills and academic skills has implications for the assessment of bilingual pupils with special educational needs.

- Given that developing bilingual pupils usually acquire fluency in spoken English within 2 years of arrival but, on average, take 5–7 years to acquire the cognitive/academic skills necessary to become fully competent in EAL, it should be noted that any assessment of a pupil's English within this period may well underestimate their academic potential because they may not have learned sufficient English to enable them to demonstrate their abilities.

- In such cases, the results of the test may be a measure of their lack of English rather than indicating a lack of cognitive ability. If pupils do not have learning difficulties then, over time, there should be continuous progress. A lack of such progress may be an indicator of special educational needs.

- Everyday communication fluency in English can be misleading. Pupils who are able to converse fluently may give the impression of having acquired a deeper level of language proficiency. However, it would be a mistake to assess them as no longer requiring language support as soon as they have acquired everyday communication fluency because, at this stage, it is likely that their academic skills in English would be significantly below the age-appropriate levels of native English-speakers. (See findings of Thomas et al. below.)

- Thomas and Collier's (1997) findings indicate that bilingual pupils, who are educated in schools where instruction is all in English, initially make dramatic progress, which misleads teachers into assuming that they will continue to do well. Subsequently, EAL support is withdrawn and, each year, as their school work becomes progressively more cognitively complex and demanding, their achievement levels often fall behind those typical of native English-speakers. The result is "a very significant, <u>cumulative</u> achievement gap... by the end of their school years" (Thomas and Collier, 1997: p.34).

- Everyday communication fluency may also mislead teachers into setting tasks and activities that are too academic. If the pupil is having ongoing difficulties, then it is necessary to consider whether the tasks are appropriate to the pupil's level of English language competence.

THE CROSS-LINGUAL DIMENSIONS OF LANGUAGE PROFICIENCY

- Research, including studies involving children with learning difficulties, suggests that first and second language academic skills are interdependent, i.e. there seems to be a common underlying proficiency for multilingual/bilingual pupils (Cummins, 1984, 1996).

- This common underlying proficiency allows some aspects of cognitive/academic or literacy-related skills to transfer across languages, including: conceptual knowledge, subject matter knowledge, higher-order thinking skills, reading strategies and writing composition skills.

- 'Conceptual knowledge' provides a perfect illustration of this interdependence or common underlying proficiency principle. For a developing bilingual who understands a given concept in his/her first language, then the task is one of acquiring a new label in his/her second/additional language (L2) for a concept that has already been learned. However, for the pupil who does not understand the term in his/her first language, he/she has a different task which is much more difficult, i.e. the task of acquiring the concept in L2. For teachers it is a question of whether the pupil needs to be taught the concept in L2, or just the label.

A Common Underlying Proficiency: Implications For Assessment

The fact that the cognitive/academic ability of the first language is predictive of academic skills in the second language has implications for assessment.

- For developing bilinguals, particularly those newly arrived from overseas or new to English in the early years, it implies that initial assessment in the pupil's first language is essential in order to achieve an accurate assessment, suitable placement and appropriate educational programmes.

- Certainly, where appropriate, initial assessment in the child's first language enables pupils to be placed in groups/sets on the basis of their cognitive/academic ability rather than their level of English language competence.

- But, it is necessary, first of all, to establish whether assessment in the pupil's first language is appropriate by making a full assessment of his/her language skills, including:
  (a) the languages they speak
  (b) the exposure they have had to each of these languages
  (c) their current use of each of them, and
  (d) their proficiency in them

- Specific guidance from the QCA (2000: p.43) relating to the assessment of English as an additional language highlights the fact that:
  "For late entrants to schooling, an initial assessment of mathematics and science using the pupil's home language can provide a valuable insight into cognitive ability and ensure that all teaching is linked to high expectations and builds on prior learning."

- If a pupil with ongoing difficulties is assessed using home language and demonstrates that he/she has acquired age appropriate competence in his/her first language, then it is likely that he/she has English language development needs as opposed to special educational needs.

THE DEVELOPMENT OF EAL – MATRIX RECORD SHEETS

Purpose

The Procedure (Step 4, Part 1) includes 'The Development of English as an Additional Language – Matrix Record Sheets' (C4.0-C4.9 in Appendix 2). These matrices were developed out of a desire to have a timeline for the development of EAL against which a pupil's rate of progress could be plotted, in order to determine whether it falls significantly below the expected timescale and warrants further investigation. In addition, they serve the purpose of helping teachers to:

- be aware of the timescales involved in the development of EAL for different group of pupils

- conceptualise the overall task facing pupils learning EAL, and

- maintain a sharp focus on the needs of the pupil. In particular, after the pupil has acquired everyday communication fluency, the Matrix Record Sheets highlight the need for continuing EAL support in order to develop the pupil's cognitive/academic language proficiency (CALP) and enable him/her to 'catch up' to the academic level of his/her peers with English as a first language

The Vertical Axis of the Matrix Record Sheets: Development of EAL

Each matrix takes the development of EAL as its starting point on the vertical axis (see C4.0- C4.9 or Diagrams 2, 3 and 4) and shows the distinction between:

- everyday communication fluency, i.e. the level of language proficiency demonstrated by pupils in conversations that take place in familiar contexts, and

- Cognitive/Academic Language Proficiency (CALP) or classroom language, i.e. the use of language in academic situations.

This was done with the intention of focusing on the fact that, year on year, as their school work becomes progressively more cognitively complex and demanding, so the need for EAL learners to develop academic

language proficiency increases. Unfortunately, within the constraints of the matrix, the distinction between everyday communication fluency and CALP is represented in linear form, unavoidably giving the impression that they are developed consecutively rather than in tandem, as is the case. It is hoped that the diagram opposite and explanation will rectify the matter by ensuring a clearer understanding.

Given that everyday communication fluency is the kind of fluency that requires constant updating and developing, if individuals are to operate as full members of their peer groups, then a truer representation would have been to draw the vertical axis as a column dissected diagonally by a line that shows their parallel development.

This would not only:

a) make the necessary distinction, and

b) emphasise the ever-increasing need for EAL learners to develop their academic language, but also

c) demonstrate the need to continue updating and developing everyday communication fluency.

The Development of EAL

The development of CALP – A Progressive increase is needed to cope with ever more cognitively complex work

Everyday communication fluency needs constant updating and developing if individuals are to operate as full members of peer groups

Early stages of EAL – Greater emphasis on the development of everyday communication fluency
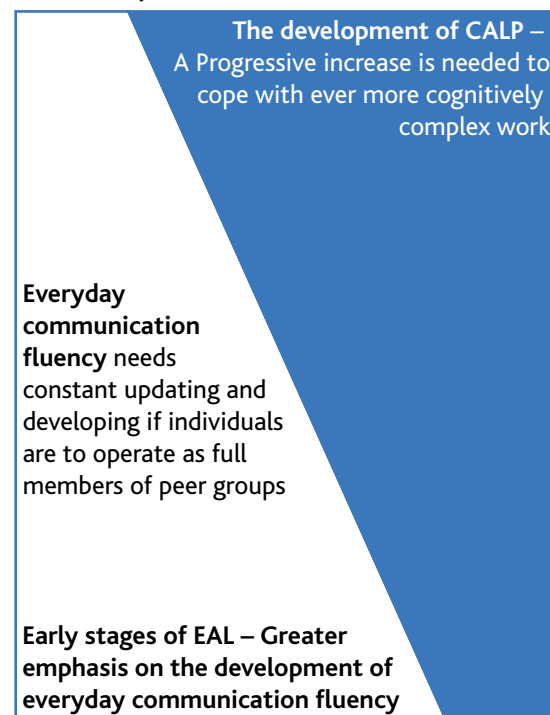
Diagram 1

Timescales for the Development of EAL: Groups A, B and C

Three different timescales for the development of EAL were identified earlier (see page 19: 'How long does it take to learn English as an additional language?'). These timescales apply to the following groups of EAL learners:

Group A: Pupils who arrive in early childhood (before age 8) and have received little or no formal schooling in their first language require 7–10 years or more to develop cognitive academic language proficiency (CALP).

Please note: This group may also include pupils who were born and brought up in the UK, but who enter the early years of schooling with a dominant spoken language proficiency in a home/community language and not in English.

Group B: Pupils who arrive between ages 8 and 11 with at least 2–5 years of schooling in their first language require 5–7 years to develop CALP.

Group C: Pupils who arrive after age 11 with at least 5 years of schooling in their first language may require 5–7 years to develop CALP but with appropriate support may make accelerated progress.

The description of each group highlights two key differences between them:

1. the age of the pupil when he/she arrives in the UK

2. the number of years of schooling the pupil has received in his/her first language

Both the timescale and the age range within each group are quite wide. Thus, for the sake of greater clarity and accuracy, a matrix record sheet illustrating individual timescales has been provided for each year group within the EAL groups A, B and C as in the table on page 23.

To gain an overview of what the timescale looks like for all year groups within an EAL group, refer to 'Diagrams 2, 3 and 4' in Appendix 1.

Group A			Group B				Group C		
Pupils belonging to Group A would arrive from abroad in the following year groups:			Pupils belonging to Group B would arrive from abroad in the following year groups:				Pupils belonging to Group C would arrive from abroad in the following year groups:		
Rec.	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9

Lines of Progress and Timelines on the Matrix

The lines on the matrices show visually what EAL learners need to do in order to 'catch up'. This graphic representation of the task makes it dauntingly obvious that for some pupils the climb is very steep. Nevertheless, it should be emphasised that, given very good supportive circumstances, it is possible for EAL pupils to acquire cognitive/academic language proficiency within the timescale for the group to which they belong. With the right kind of support and teaching, they can attain national averages but, if they are to do so, then they have to make faster than average progress to catch up, which is why it is crucial that they receive the necessary support.

Each matrix includes a timeline for tracking progress against the English National Curriculum levels. This timeline identifies national averages at the end of each Key Stage and also includes end of year interim targets.

Additional timelines indicate the minimum and maximum times of the timescale for each group, e.g. pupils in Group B require 5 to 7 years to develop cognitive/academic language proficiency (CALP). Hence, each matrix record sheet in Group B includes a five-year timeline and a seven-year timeline. The area in between represents the span of the timescale. Progress recorded on or between these lines indicates that the pupil's rate of progress is within the anticipated timescale.

Group C is slightly different. In addition to a timescale, there is also the possibility of accelerated progress. Given appropriate EAL support across the curriculum, pupils belonging to this group may acquire CALP within 5 to 7 years. However, given sharply focused strong support in the curriculum, these students may make accelerated progress in the use of academic English, i.e. achieve academic language proficiency in less than 5 years. To achieve such accelerated progress, pupils would usually require appropriate EAL **and** mother tongue language support in the curriculum.

The matrix record sheets for Group C include a five-year and a seven-year timeline. Progress recorded on or between these lines indicates that the pupil's rate of progress is within the expected timescale for his/her group. Accelerated progress is indicated if the pupil's progress is plotted in the area between the five-year timeline and the timeline for tracking progress against national averages with reference to English National Curriculum levels.

It should be noted that for most pupils, who arrive in Years 7, 8 and 9, if they take 5–7 years to acquire cognitive/academic language proficiency in English, then they will attain this level post–16. However, it should also be noted that, given the possibility of accelerated progress, it was considered helpful to include an additional timeline showing the rate of progress that would be required for the pupil to attain academic language proficiency by the end of Year 11.

Furthermore, where any timeline meets the line that tracks progress against English National Curriculum Levels, it signifies that the EAL learner has achieved a level of English language proficiency to the same academic level as their peers who speak English as their first language.

Rates of progress

It is not expected that pupils' rates of progress will be an exact match to the lines on the matrices. At any given time, a pupil's rate of progress may be affected by many factors (see '*The Procedure*': Step 4, Part 2). However, if progress is significantly below the timescale of the group to which the pupil belongs, then further investigation is required.

Plotting the Pupil on the Matrix

The guidance from *The Procedure* Step 4, Part 1, begins by prompting schools to identify the group to which the pupil belongs, i.e. group A, B or C, depending upon:

● the age of the pupil when he/she arrived in the UK and

● the number of years of schooling the pupil has received in his/her first language (L1)

It points out that the number of years of formal education received in the first language is a key factor in the length of time it takes a pupil to learn EAL. If a pupil fits the criteria of a group according to his/her age on arrival but has not received the stated number of years of schooling in first language, then it is important to record the exact number of years. In particular, refugee and asylum seekers may have received little or no schooling in their first language. If, when plotted, the pupil's rate of progress falls significantly below the expected timescale, information about their previous experience of schooling may be crucial in helping to explain a lack of progress.

Having identified the group to which the pupil belongs, the appropriate matrix record sheet should be selected on the basis of the year group to which the pupil belonged when starting school in the UK e.g. for a pupil belonging to Group B, who was admitted to school in Y4, the appropriate matrix record sheet would be C4.4 'Group B: Newcomers from abroad arriving in Year 4.'

Pupils are plotted on the matrix by identifying the pupil's current year group along the horizontal axis of the matrix, then moving upwards in line with that year group and marking the point that indicates the pupil's level of English language proficiency using the assessment scale on the left of the vertical axis, which includes the NC English levels and the QCA extended scale, i.e. Step 1, Step 2, Level 1 (Threshold) and Level 1 (Secure).

The next step is to consider where the pupil has been plotted on the matrix in relation to the timescale for the development of EAL for the group to which he/she belongs and identify whether the pupil's rate of progress is:

● in advance of the expected timescale, i.e. he/she has made accelerated progress;

● within the expected timescale; or

● significantly below the expected timescale and needs further investigation.

Use of the Matrix Record Sheets

Pupils may not fit neatly into Groups A, B and C, e.g. a refugee or asylum seeker from a war torn country may have receive little or no formal education in his/her first language. If this is the case and it is not appropriate to use the Matrix Record Sheets (C4.0-C4.9), then it should be remembered that they form only one part of *The Procedure*. The joint purpose of the constituent parts of *The Procedure* is to collect and analyse as much information as possible about the pupil to enable an informed judgement to be made about whether he/she may have a special educational need. The Matrix Record Sheets obviously contribute to such a decision but *The Procedure* is equally valid without their use.

CONCLUSION

Within *The Procedure*, key questions have been identified that will support schools in the process of attempting to identify and assess bilingual pupils with special educational needs. In particular, our knowledge of how children acquire English as an additional language and of factors that affect the achievement of pupils with EAL, highlights the importance of being able to answer the following questions:

(a) How long has the pupil been learning English?

(b) How many years of formal education has the pupil received through his/her first language in his/her home country (if not born in Britain)?

(c) Is the pupil literate in his/her first language?

(d) How well does the pupil function using his/her first language? In other words: Has he/she acquired age-appropriate competence in his/her first language?

These questions should routinely be taken into consideration when a pupil, for whom English is an additional language, is being assessed because he/she is having ongoing difficulties. The information has important implications for the assessment of all bilingual pupils and may help to identify bilingual pupils with special educational needs.

Given that developing bilinguals usually acquire fluency in spoken English within two years of arrival but, on average, take five to seven years to become fully competent in EAL, it follows that the length of time that a pupil has been learning English is important because it indicates whether he/she is likely to have learned sufficient English to enable him/her to demonstrate cognitive/academic skills or whether he/she is likely to be functioning at the level of conversational fluency.

Knowing the number of years of schooling that the child has received through his/her first language in his/her home country and whether he/she is literate in that first language is important because the cognitive/academic ability of the first language is predictive of academic skills in the second language.

Given that language disorders are cross-lingual in nature, if a pupil has such a disorder, then it would be evident not only in his/her English language but also in his/her first language so, knowing whether the pupil has acquired age-appropriate competence in his/her first language, or is having difficulty acquiring both his/her first language and English, will help to identify bilingual pupils with special educational needs.

Being able to answer the questions above, together with the other key questions identified within *The Procedure*, will enable schools to provide evidence to support, or disregard, the possible hypotheses that could explain a pupil's perceived learning difficulties.

HOME VISITS AND PARENTAL INVOLVEMENT

The following considerations should be taken into account when visiting families at home. They are in line with the key principles for communicating and working in partnership with parents, as identified in the SEN Code of Practice (2001), particularly with reference to respecting the differing needs of parents and recognising the need for flexibility in the timing and structure of meetings.

MEETINGS ISSUES

Arranging the meeting:

- Always try to be sensitive to the cultural and religious needs of families. For example it would be insensitive to arrange a meeting for Muslim parents on a Friday afternoon between 12.00 noon and 3.00pm because it would clash with the time of Friday prayers (Juma).

- When you need to speak to parents to arrange a visit, if you try and use someone who can speak the same home language, then families are more likely to tell you if the proposed time is unsuitable.

- It is important to ring families at home on the day of the visit. This will remind the family of the visit and reduce the risk of a wasted journey. It also shows that you care about the family.

- Try to have an interpreter present at the visit. Often there is more information in the informal discussions between family members than in actual answers. It is not good practice to use younger siblings for interpreting.

- Let the family know that there will be an interpreter available.

Visiting the home

- Some families expect people to take their shoes off before going into a room. This may be because they wish the room to remain extra clean for prayers.

- It is important to consider which member of the family may have the information you require. You may need to ask for a particular member of the family to be present. Sometimes the person who attends all the meetings is the person who can speak English.

- A large number of Muslim males have Mohammed as part of their name. It is incorrect to refer to them just by this name, e.g. a person named Mohammed Jonaid Khan should be referred to as Mr Khan or Mohammed Jonaid, but never Mohammed by itself.

- A family member may feel uncomfortable if they have to meet a person of the opposite sex. This is more of a problem if you are meeting only one person.

- In some cultures it is not customary for males to shake hands with females. In most cases a simple introduction is sufficient.

- Although it is customary in every culture to offer visitors something to eat and drink this has a special meaning in Asian culture. Whilst you are not obliged to accept, it is important that you decline in the politest manner. The receiving of food and drink at an Asian house is looked upon as a sign that you are accepting them.

- Most cultures accept the clothing that is worn by people in an office environment. However, when meeting families at home, it should be recognised that wearing loose clothing, and women wearing long skirts or trousers, may be much more culturally acceptable.

- When visiting parents, our aim should be to provide a level of support which will enable them to play an active role in their children's education. Advice and guidance may be offered but, when discussing objectives, all professionals should actively look for ways of enabling parents to contribute to their achievement. In particular, this approach will help to increase the confidence of those parents, who are in need of additional support and encouragement. It will also help to ensure a shared understanding and appreciation of specified objectives. Working in partnership with parents in this way, is more likely to gain parental support and commitment for achieving objectives that are clearly in the best interests of their children.

- When completing any records it is important to complete the details of the family names initially from official documents. This is to ensure the correct spelling of names.

Meetings in school or other centres

- Where necessary, it is important to make sure that an interpreter is available.

- It is important for any instructions/leaflets to be in the community languages, where appropriate and possible.

- Notices in the building should be in community languages, where appropriate and possible.

Working with interpreters to facilitate communication with parents whose first language is not English

It is clear that some families whose first language is not English are unable to communicate easily with people who do not speak their home language. For meaningful dialogue to take place, they must have both the opportunity and the confidence to join in discussions. Sometimes it is necessary to explain technical and other information. Families whose first language is not English will find it hard to understand explanations and will have less opportunity to express their views. In these circumstances, an interpreter is necessary. However, even people who do have an adequate knowledge of English for social purposes may also prefer to have an interpreter present when important information is being conveyed or if decisions have to be made.

INTERPRETING ISSUES

Interpreting

- It is difficult to translate technical terms and definitions.

- Even where difficult terms can be translated, the meaning can be obscured by the cultural interpretation of the terms.

- It cannot be assumed that two individuals who originate from the same region of a country both speak the same language.

- Not all languages have a written form.

- Not everyone from the community knows how to read and write a community language.

Interpreters

- It is important not to use interpreters who know the family in a personal capacity.

- It is important not to use siblings or young children to interpret for adults.

- The interpreter needs to have an understanding of what the visit is about.

- The family should have the right to refuse an interpreter.

- An interpreter should inform the family of their code of confidentiality.

- When working with interpreters you should always keep eye contact with the person that you are speaking to, so that they do not feel excluded.

- It is important to brief the interpreter before the visit takes place to explain the purpose of the meeting.

- The tone of language used by the interpreter needs to be considered to reflect the relationship of the people meeting.

- The language also needs to be carefully considered so that negative terms are avoided.

- Technical terms need to be carefully considered and appropriate translations need to be found and discussed before the meeting.

- It is important to follow meetings with debriefings where interpreters and professionals can talk about the meeting.

Sending letters home

- If letters need to be sent home try to get them translated, where appropriate and possible. This does not guarantee that the letter will be read but it increases the likelihood. All letters should be addressed in the normal manner.

PART C: HOW TO USE THE PROCEDURE

Summary of *The Procedure* by Process Model

***The Procedure* with Notes for Guidance**

SUMMARY OF *THE PROCEDURE* BY PROCESS MODEL

Step 1
Expression of concern

Step 2
Collecting background information

Step 3
Collecting evidence

Step 4
Analysis of pupil data and evidence

Step 5
Identification of needs and provision

Pupil assessed as having EAL needs only	No firm decision	Pupil identified as having a learning difficulty, with needs related to at least one of the triggers for intervention through School Action
Requires EAL support across the curriculum	Requires further investigation	a) Requires intervention through School Action b) May also require EAL support
Set targets for language and subject content Monitor progress. Review and evaluate Set new targets	Continue investigation Set new targets Monitor very carefully Review and evaluate	a) Follow guidance for School Action in SEN Code of Practice (2001) b) Provide appropriate EAL support

THE PROCEDURE WITH NOTES FOR GUIDANCE

	Procedure for EAL pupils causing concern:	Guidance/prompts:
Step 1: Expression of concern	**Enter referral details on page 1 of 'Assessment Report' (C1.1)** Identify person(s) expressing concern and describe reason(s) for concern.	State clearly the reasons for concern and be specific. Indicate whether the problems extend to all aspects of a pupil's performance across the curriculum. Form C1.1 The Assessment Report provides a record for <u>each step</u> of *The Procedure*, and information collected at each step should be written onto it.
Step 2: Collecting background information	**Complete the 'EAL Pupil Profile' sheet (C2.1).** The 'EAL Pupil Profile' sheet should be completed to provide information on the child's family, educational and linguistic background, together with relevant medical details.	Some of this information should be gathered with the involvement of pupils and parents/carers, plus an interpreter, if necessary.
Step 3: Collecting evidence	**Collect evidence/information to provide an overall picture of:** ● the steps already taken in meeting the needs of the pupil, including teaching strategies and, in particular, strategies (if any) used to support pupils learning EAL ● the pupil's strengths and areas in need of development ● the pupil's level of English language competence (see 'Progress Booklet')* ● the pupil's progress over time measured against teaching targets, and descriptors in the 'Progress Booklet for pupils with EAL.'	**Evidence may include:** a) Samples of work (with teachers' comments), selected to show the pupil's strengths, areas of difficulty and progression. b) Teacher assessments/ SATs results/ examination/test results. (Please note that results may underestimate a pupil's academic potential because he/she may not have learned sufficient English to enable him/her to demonstrate his/her abilities.) c) Observations of the pupil in a range of settings. d) An assessment of the pupil's level of English language development, using the performance descriptors in the 'Progress Booklet' (see References EMPSU, 2003; SEMAP, 2003).* e) Perceptions of the pupil, parents and relevant staff from school and other agencies. f) Conclusions from a review of current practice with reference to whether the pupil's needs are being met in a supportive learning environment. (See **'Pre-requisites for an All-inclusive Environment: A Checklist of Good Practice'** C3.1 plus the **'Important note'** below, page 33). g) Conclusions from a review of current practice with reference to whether the pupil is receiving appropriate EAL support. (See **'Appropriate Support: A Checklist of Good Practice'** C3.2 + **'Important note'** page 33).

* not supplied with this publication

	Procedure for EAL pupils causing concern:	Guidance/prompts:
Step 4: Analysis of pupil data and evidence	**Part 1:** Use information gained from the 'EAL Pupil Profile' (C2.1) and from the collection of evidence to **plot the pupil on one of 'The Development of EAL – Matrix Record Sheets'** (C4.0-C4.9). Identify the group to which the pupil belongs (A, B, or C). Then select the appropriate Matrix Record Sheet. Use the pupil's point of reference on the matrix to **identify whether his/her rate of progress is significantly below the timescale for the development of EAL for the group to which he/ she belongs and needs further investigation.**	a) Identify the group (A, B, or C) to which the pupil belongs, in terms of: ● the age of the pupil when he/she arrived in the UK, and ● the number of years of schooling the pupil has received in his/her first language (L1). Please note: The length of formal schooling received in L1 is a key factor in the length of time it takes a pupil to learn EAL therefore, if there is any difference, it is important to record the exact number of years. b) Select the appropriate Matrix Record Sheet by identifying the year group in which the pupil arrived in UK. c) Plot the pupil on the matrix by identifying: ● the pupil's current year group along the horizontal axis of the matrix, and ● the pupil's level of English language proficiency, by moving upwards in line with the year group and marking the point that indicates the pupil's level of proficiency, using the assessment scale on the left of the vertical axis, which includes the NC English levels and the QCA extended scale, i.e. Step 1, Step 2, Level 1 (Threshold) and Level 1 (Secure). d) Consider where the pupil has been plotted on the matrix in relation to the timescale for the development of EAL for the group to which he/she belongs. Identify whether the pupil's rate of progress is: in advance of the timescale; within the timescale; or significantly below the timescale and needs further investigation.
	Part 2: **Use the 'Language Needs or Special Needs' flow chart (C4.10) to identify any factors that are affecting the pupil's progress,** taking into account information gained from: 1. the 'EAL Pupil Profile' (C2.1) and 2. the collection of evidence, including	**Systematically,** take into account each factor below in order to identify those that are affecting the pupil's progress. The flow chart provides an overview of these factors posed as questions. Record answers in the 'Assessment Report' (C1.1). **LANGUAGE PROFICIENCY:** The pupil may be making little or no progress because his/her academic English is not adequate to meet the language demands of the curriculum.

	Procedure for EAL pupils causing concern:	Guidance/prompts:
Step 4: (cont) Analysis of pupil data and evidence	3. the reviews of current practice with reference to: ● Pre-requisites for an All-inclusive Environment – A Checklist of Good Practice (C3.1); and ● Appropriate Support – A Checklist of Good Practice (C3.2). **Important note:** The flow chart identifies possible reasons why an EAL learner might be making little or no progress. It recognises that learning difficulties do not always result from problems within the pupil, that a school's own policies and practices can make a significant difference to rates of progress. Therefore, when taking each factor into account, it is important to be just as rigorous in identifying whether the school is providing both the necessary pre-requisites for an all-inclusive environment as well as appropriate support. However, it should not be necessary to go through this process for each pupil, rather the assessment should be informed by a review of current practice (see checklists above) as part of the school's procedures for self-evaluation. For example, in response to its specific duty to promote race equality, the school should assess and monitor the impact of all its policies on pupils, staff and parents of different racial groups, in particular, whether they are having an adverse impact upon attainment levels.	**Factors affecting English language development:** a) How long has the pupil been learning English? (See flow chart C5 for timescale.) b) The pupil may have a problem with vision, hearing, physical development and/or general health. (It should not be assumed that all pupils have had the usual screening for sensory or physical problems.) c) The pupil may have a record of poor attendance and/or extended absences from school. d) The pupil may not be receiving appropriate support to help develop his/her cognitive/academic language proficiency. (See 'Appropriate Support: A Checklist of Good Practice' -C3.2- to review current practice.) e) Rapid progress in developing everyday communication fluency may have prompted the school into withdrawing EAL support too soon. Each year, as the complexity of their school work increases, more advanced learners of English need continuing support to further develop their academic language and literacy skills. f) The pupil may not be learning because he/she has not developed basic proficiency either in his/her first language or in English. Speaking skills in the pupil's first language do not appear to be age-appropriate, based on the evidence of a bilingual speaker. See below **trigger** for School Action re. **Communication and interaction** (2a page 35). g) The pupil may not have developed age-appropriate literacy skills in his/her first language (based on evidence from pupil, parents and/or first language assessment). It should be established whether the pupil has attended school in his/her home country (this may not be the case for refugee and asylum seekers) and the number of years schooling received in his/her first language before assuming it to be indicative of learning difficulties. See below **trigger** for School Action re. **Cognition and learning** (2b page 35). h) The pupil may be demonstrating features of emotional and/or behavioural difficulties that regularly interfere with his/her learning. (Possibly related to coping strategies, at times when the pupil is unable to cope with the language demands of the curriculum, or to signs of frustration because he/she is unable to use language to express his/her feelings.) See below **trigger** for School Action re. **Emotional, behavioural and social development** (3 page 35).

	Procedure for EAL pupils causing concern:	Guidance/prompts:

Step 4: (cont) Analysis of pupil data and evidence		**THE LEARNING ENVIRONMENT**
		
		 The pupil may be making little or no progress because of environmental factors that are hindering learning.
		
		 Factors affecting the learning environment:
		 a) The pupil may not be experiencing a learning environment that is supportive. (See Pre-requisites for an All-inclusive Environment: A Checklist of Good Practice' – C3.1 – to review current practice.)
		
		 b) The pupil may be suffering from environmental stress caused by factors either inside or outside of school, e.g.
		
		   ● bullying or racist behaviour
		
		   ● culture shock, with regard to pupils who are newly/recently arrived from overseas
		
		   ● in the case of refugee and asylum seeker families, stress or trauma related to recent experiences such as war, family separation and/or bereavement, and
		
		   ● problems in the home, or family circumstances, such as housing or financial difficulties, family separation, or bereavement
		
		 c) The pupil may be demonstrating features of emotional and/or behavioural difficulties that regularly interfere with his/her learning. Such behaviour may be related to one or more of the factors above. See below **trigger** for School Action re. **Emotional, behavioural and social development** (3 page 35).
		
		 ACCESS TO THE CURRICULUM
		
		 The pupil may be making little or no progress because factors related to accessing the curriculum are creating barriers to learning.
		
		 Factors affecting access to the curriculum:
		 a) The pupil may not be receiving appropriate support and is having difficulty accessing the curriculum. (See 'Appropriate Support: A Checklist of Good Practice' – C3.2 – to review current practice.)
		
		 b) Conversational fluency in English may have misled teachers into setting tasks and activities that are too academic for the pupil's level of cognitive/academic language proficiency.

	Procedure for EAL pupils causing concern:	Guidance/prompts:
Step 4: (cont) Analysis of pupil data and evidence	**SEN**: Requires intervention through School Action, i.e. strategies that are additional to or different from the usual differentiated curriculum.	**SPECIAL EDUCATIONAL NEEDS** The pupil may be making little or no progress because he/she may be experiencing a learning difficulty. **Factors relating to learning difficulties (SEN)** Pupils will have needs and requirements which may fall into at least one of the following four areas: 1. Communication and interaction 2. Cognition and learning 3. Behavioural, emotional and social development, and 4. Sensory and/or physical **The triggers for intervention through School Action** could be the teacher's or others' concerns, underpinned by evidence, about a pupil who, **despite receiving differentiated learning opportunities** (SEN Code of Practice 6.51): 1. Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum **(Communication and interaction)**. 2a. Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness **(Cognition and learning)**. 2b.Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas **(Cognition and learning)**. 3. Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school **(Emotional, behavioural and social development)** 4. Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment **(Sensory and/or physical needs)**.

	Procedure for EAL pupils causing concern:	Guidance/prompts:
Step 5: Identification of needs and provision	**Complete the 'Assessment Report'** (C1.1) **identifying the pupil's needs and requirements** based on the analysis of data and evidence:	
	1. Pupil assessed as having EAL needs only.	1. **EAL needs only:** Requires EAL support across the curriculum.
	2. No firm decision.	2. **No firm decision:** Alongside further investigation, set new targets. Implement and monitor carefully. Review and evaluate action taken. Repeat Step 4 (Part 2) and Step 5, where appropriate, with regard to further investigation and new targets.
	3. Pupil identified as having a learning difficulty (SEN) with needs related to at least one of the triggers for intervention through School Action.	3. **Identified as having SEN:** Requires intervention through **School Action** (SEN Code of Practice 7:56.). The pupil may also require: a) EAL support to compensate for the impact of a communication difficulty on learning in English as an additional language. b) Help in expressing, comprehending and using their own language, where English is not the first language.

PART D: CASE STUDIES

These case studies are intended to support teachers in their understanding of The Procedure by demonstrating how it works in practice. Each case study shows reasons for concern, collecting background information and evidence, further investigation and conclusion.

Case Study 1: Zia

Case Study 2: Yasmin

Case Study 3: Akram

CASE STUDY 1: Zia

REASONS FOR CONCERN

Step 1: Expression of concern / Referral details – Recorded on the Assessment Report

Zia is in Year 9. Recently, his attendance at school has been erratic and several of his teachers, including his Head of Year, Form Teacher, English Head of Department and Humanities Head of Department, have expressed concern regarding his lack of progress. Their main concerns are that:

● he appears to be making no progress with English language and literacy (to date, he has attained an overall English NC level of 2C)

● he is often off-task and

● he fails to complete his homework.

COLLECTING BACKGROUND INFORMATION AND EVIDENCE

Steps 2 & 3: Background information and evidence – Recorded on the Pupil Profile and the Assessment Report

Zia is a Bengali Muslim, born in Bangladesh. He attended school there for 5 or 6 years, where the main language of instruction was Bengali, his first language. He has demonstrated some literacy skills in Bengali but since no formal assessment has taken place and there is no other evidence, his level of proficiency is not known. Zia attends classes at his local Mosque where he is taught to read in Arabic.

Zia started school in the UK in Year 7 (November) with no English. Since his arrival, to date he has received EAL support both in withdrawal groups and in class. Initially, he made satisfactory progress, developing everyday communication fluency quite quickly.

Zia is proud of his maths results and that he is in the highest group for ICT but he knows that he needs extra help with his reading and writing in English because he got a low mark in his last test.

Zia's father is supportive. He agrees that Zia needs to work harder at school and make an effort to complete his homework. He is grateful for any additional help that can be given to his son.

FURTHER INVESTIGATION: Analysis of pupil data and evidence

Step 4: Part 1 – Plotting Zia on the EAL Matrix

Reminder: The appropriate Matrix Record Sheet is selected for each pupil by:

1. identifying the group to which he/she belongs, i.e. Group A, B or C, and then

2. identifying the national curriculum year group in which he/she started school in the U.K.

Zia belongs to Group C, i.e. pupils who arrive after age 11 with at least 5 years of schooling in their first language, and started school in the UK in Year 7. Therefore, the Matrix Record Sheet for 'Group C in Year 7' (C4.7) was selected.

Zia was plotted on this matrix by moving along the horizontal axis to Year 9 (his current year group) and then by moving upwards to his current level of English language proficiency, i.e. NC Level 2C. It was clear from where he was plotted on the matrix that his rate of progress for the development of EAL was outside of the 5-7 year timescale, i.e. just below the 7 year timeline (see 'X' on the matrix below), and therefore warranted further investigation.

OUTLINE OF ZIA'S MATRIX RECORD SHEET: GROUP C IN YEAR 7

GROUP C: Newcomers arriving from abroad in Year 7

Group C: Pupils who arrive after age 11 with at least 5 years of schooling in their first language may require 5–7 years to develop CALP but with appropriate support may make accelerated progress.
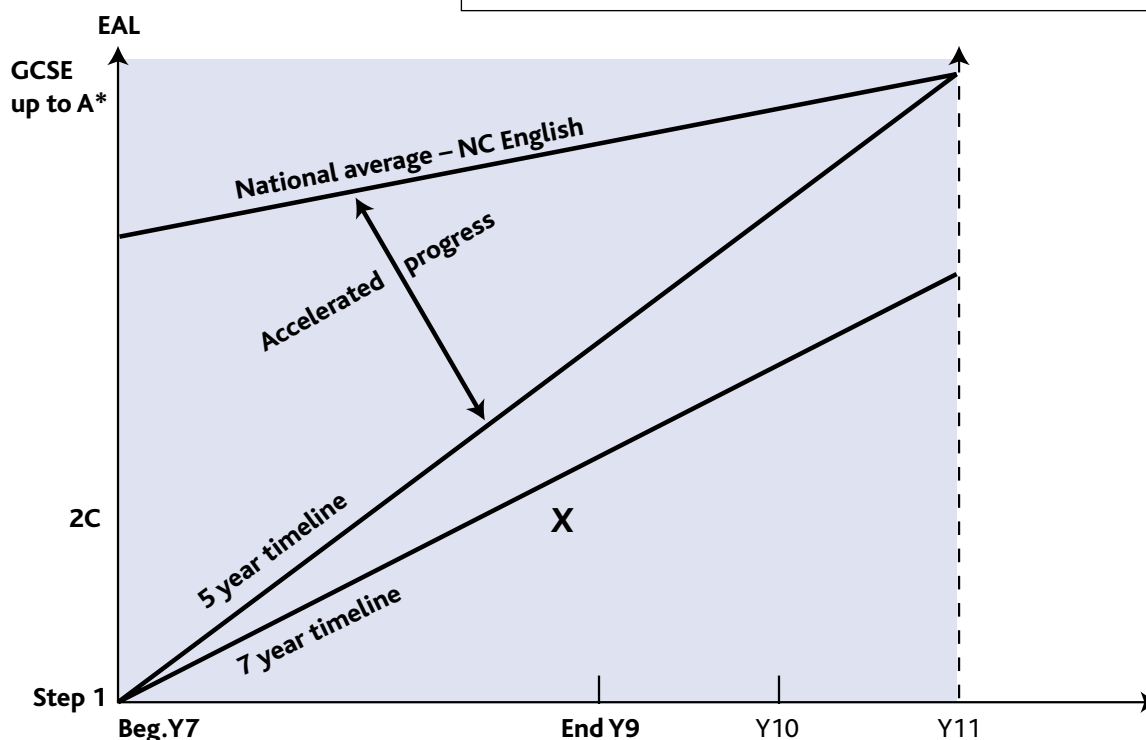
Step 4: Part 2 Identifying factors that are affecting the pupil's progress – Recorded on the Assessment Report

Further investigation was undertaken in an attempt to resolve the cause of Zia's difficulties. The key questions on the 'Language Needs or Special Needs?' flow chart (C5) were used to systematically take into account certain factors and help to identify any that are affecting his progress. His Assessment Report revealed that:

a) Zia has no medical, sensory or physical needs that would account for his lack of progress, nor does he demonstrate any features of emotional and/or behavioural difficulties.

b) Until recently, his record of attendance was good.

c) Whilst Zia's academic English is not adequate to meet the language demands of the curriculum, it has been established, by means of a review of current practice (using the checklists of good practice C3.1 and C3.2):

● that his needs are being met in a supportive learning environment and

● that he is receiving appropriate EAL support to enable him to access the curriculum,

● in particular, that the language demands of tasks are appropriate for his level of English language competence.

d) Zia only thrives in a one-to-one or very small group situation.

e) The 'Assessment Report' indicated that Zia meets the criteria for intervention through School Action in relation to the two areas of 'Cognition and learning.' In other words, despite receiving differentiated learning opportunities, he continues to make little or no progress in the following areas (SEN Code of Practice 6.51):

2a. He makes little or no progress even when teaching approaches are targeted particularly in his identified area of weakness (Cognition and learning) – Zia fails to complete tasks and fails to learn. The latter was established through close questioning immediately after a series of different lessons.

2b. He shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas (Cognition and learning) – Zia's literacy progress appears to have come to a halt.

CONCLUSION

Step 5: Identification of needs and provision

Zia's academic English is not adequate to meet the language demands of the curriculum. Development of his English language and literacy skills appear to have come to a halt and there is concern about his lack of progress in other National Curriculum subjects.

Zia continues to make little/no progress despite the fact that:

● his needs are being met in a supportive learning environment

● he is receiving appropriate EAL support to enable him to access the curriculum

● the language demands of tasks are appropriate for his level of English language competence and

● he has received differentiated learning opportunities

Thus, the Assessment Report concludes that Zia has a learning difficulty and requires intervention through School Action in the two areas of cognition and learning. **In addition to SEN support**, he will also require continued EAL support across the curriculum in order to develop his academic language.

COMMENTS

It has been noted that the Assessment Report does not include a record of any specific investigation into the reasons why Zia is often off-task, he fails to complete his homework and his attendance has become erratic. Whilst it is also important to assess the impact that these concerns are having on the quality of his work and language acquisition, good practice dictates that strategies to support Zia's SEN and EAL needs should be put into place immediately. They should not be delayed during further investigation.

Thus, with the proviso that it runs concurrently with the provision of support, it is strongly recommended that further investigation takes place as soon as possible, in order to rule out any other factors that might be contributing to Zia's lack of progress. The outcome and its implications should be considered at the earliest opportunity. This may lead to a subsequent review of the initial SEN and EAL strategies employed.

CASE STUDY 2: Yasmin

REASONS FOR CONCERN

Step 1: Expression of concern / Referral details – Recorded on the Assessment Report

Yasmin is in Year 9. Her core subject teachers have registered their concerns because she continues to have difficulty writing up her maths and science investigations, and her predicted 'End of Key Stage 3' SATs results are below accepted target grades. Further comments reveal that:

● She sometimes needs additional instruction and peer support.

● She can be very quiet in lessons and is often apprehensive about making an oral contribution within a whole class setting. However, she is quite talkative on a one-to-one or in small groups.

● Some letter reversal is still evident in her writing and, if she feels under pressure, she sometimes forgets that English is written from left to right. Her writing also shows some confusion in the use of vowels, as well as confusion between 'p' and 'b'.

COLLECTING BACKGROUND INFORMATION AND EVIDENCE

Steps 2 & 3: Background information and evidence – Recorded on the Pupil Profile and the Assessment Report

Yasmin is an Arab Muslim, born in Egypt. She has also lived in a number of other countries due to her father's work. She speaks Arabic, her first language, and some Bosnian. She has demonstrated some literacy skills in Arabic but since no formal assessment has taken place and there is no other evidence, her level of proficiency is not known.

Prior to coming to the UK, she attended school in Bosnia, during a time when it was a war zone. Consequently, her education in the primary phase was seriously disrupted. Within this school, the main languages of instruction were both Bosnian and Arabic.

Yasmin started school in the U.K in January 2000, speaking very little English, and was in Year 6 for just two terms before transferring to secondary school. After only one term, she moved again, to her present school. Records show that since starting school, she has continued to receive EAL support and had been making slow but satisfactory progress. She is currently receiving in-class EAL support in the core subjects. Yasmin also attends a supplementary school in which Arabic is the language of instruction.

Her predicted 'End of Key Stage 3' SATs results are below accepted target grades:

● English Level 3/4;

● Maths Level 3 and

● Science Level 3

● To date (March'03) she has attained English NC Level 3.

Although Yasmin knows that both her English and her confidence have improved a lot since starting secondary school, she is also aware that she needs more help to improve her reading and writing, particularly her spelling and grammar, as well as her speaking skills.

Yasmin's father believes that her difficulties are related to the family having to move around from country to country as a result of his work. He and Yasmin's older sister feel that it is her lack of English that is holding her up, that she is an EAL learner and needs EAL support. In fact, the reason that her father moved her to a different secondary school after only one term was because the first school did not provide her with any EAL

support. Yasmin's father has decided that rather than disrupt his children's education any more, the family will remain settled in the UK and he will travel abroad when necessary.

FURTHER INVESTIGATION: Analysis of pupil data and evidence

Step 4: Part 1 – Plotting Yasmin on the EAL Matrix

Reminder: The appropriate Matrix Record Sheet is selected for each pupil by:

1. identifying the group to which he/she belongs, i.e. Group A, B or C, and then

2. identifying the national curriculum year group in which he/she started school in the UK

Yasmin belongs to Group B, i.e. pupils who arrive between ages 8 and 11 with at least 2-5 years of schooling in their first language, and started school in the UK in Year 6. Therefore, the Matrix Record Sheet for 'Group B in Year 6' (C4.6) was selected.

Yasmin was plotted on this matrix by moving along the horizontal axis to Year 9 (her current year group) and then by moving upwards to her current level of English language proficiency, i.e. NC Level 3. It was clear from where she was plotted on the matrix that her rate of progress for the development of EAL placed her directly on the seven year timeline (see 'X' on the matrix below), which puts her just within the expected timescale for the group to which she belongs.

OUTLINE OF YASMIN'S MATRIX RECORD SHEET: GROUP B IN YEAR 6

GROUP B:

Newcomers arriving from abroad in Year 6

Group B: Pupils who arrive between ages 8 and 11 with at least 2-5 years of schooling in their first language require 5-7 years to develop CALP.
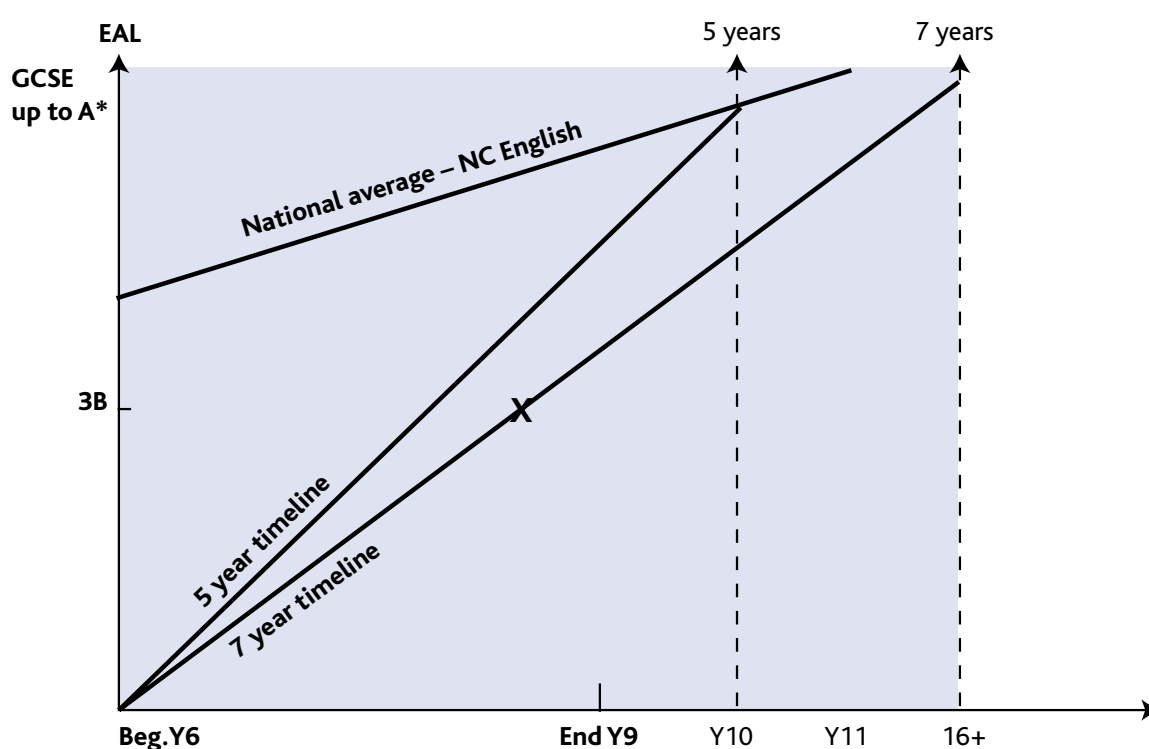
Step 4: Part 2 Identifying factors that are affecting the pupil's progress – Recorded on the Assessment Report

Given that Yasmin's rate of progress for the development of EAL was not significantly below the expected timescale, further investigation was undertaken in an attempt to resolve the cause of her difficulties. The key questions on the 'Language Needs or Special Needs?' flow chart (C5) were used to systematically take into account certain factors and help to identify any that are affecting Yasmin's progress. Her Assessment Report revealed that:

a) She has had a problem with her vision but has no other medical, sensory or physical needs that would account for a lack of progress. Nor does she demonstrate any features of emotional and/or behavioural difficulties that regularly interfere with her learning.

b) It was also revealed that although Yasmin's attendance was generally good, i.e. over 90%, she had missed about 20% of Year 8 as a result of attending hospital appointments and having an operation for a temporary eyesight problem. Since her successful eye operation, she has made good progress in both attendance and her work.

c) Whilst her academic English is not adequate to meet the language demands of the curriculum, it has been established, by means of a review of current practice (using the checklists of good practice C3.1 and C3.2):

● that her needs are being met in a supportive learning environment and

● that she is receiving appropriate EAL support to enable her to access the curriculum,

● in particular, that the language demands of tasks are appropriate for her level of English language competence.

4. The section of the Assessment Report dealing with factors relating to learning difficulties showed that concerns about Yasmin's progress did not match criteria in any of the areas that would trigger intervention through School Action.

CONCLUSION

Step 5: Identification of needs and provision – Recorded on the Assessment Report

It should be remembered that Yasmin has only attended school in the UK for three years and one term and that during this time her education has been disrupted by the fact that:

a) she transferred from primary to secondary and attended three different schools, all within her first year of schooling in the UK

b) she had a problem with her vision, albeit temporary and

c) she was absent for 20% of Year 8, whilst receiving treatment for her eyesight problem.

Not only has Yasmin been faced with these disruptions to teaching and learning in the UK, in addition, her previous schooling in Bosnia was seriously disrupted by war. She has also had to come to terms with her past experiences of living in a war zone, as well as the emotional upheaval of starting school as a pupil newly arrived from overseas, quickly followed by transfer to secondary and then moving to a different school and, on top of it all, coping with a visual problem and subsequent treatment.

It has been established that her rate of progress for the development of EAL is only just within the expected timescale for the group to which she belongs. However, despite all the barriers to learning highlighted above, Yasmin has responded positively to EAL support and has made slow but satisfactory progress. So, after taking all these factors into account, the Assessment Report concludes that Yasmin does not have a learning difficulty. She has English language development needs and requires EAL support across the curriculum in order to develop her academic language.

CASE STUDY 3: Akram

REASONS FOR CONCERN

Step 1: Expression of concern / Referral details – Recorded on the Assessment Report

Akram is in Year 9. A number of his teachers, in particular his form teacher and core subject teachers, are concerned about his lack of adequate progress across the range of National Curriculum subjects as well as his inability to access the curriculum. Despite having been in the U.K for five years and having received a combination of withdrawal and in-class EAL support:

● he has not reached the average National Curriculum levels for Year 9

● he will fall well short of accepted 'End of Key Stage 3' SAT target grades;

● his literacy skills are not developing as quickly as expected and

● to date, (Year 9 – March'03) he has attained English NC Level 3

COLLECTING BACKGROUND INFORMATION AND EVIDENCE

Steps 2 & 3: Background information and evidence – Recorded on the Pupil Profile and the Assessment Report

Akram is a Pakistani Muslim, who was born in Pakistan and attended school there for five years. The main language of instruction was Urdu, his first language. He has demonstrated some literacy skills in Urdu but since no formal assessment has taken place and there is no other evidence, his level of proficiency is not known.

Akram came with his family to the UK in 1998. In March of that year, he started junior school in Year 4 with no English. He received additional EAL support until the end of Year 6 and made satisfactory progress in the development of everyday communication fluency. Since starting secondary school, he has received in-class EAL support to develop his academic language.

His records show that:

● his Year 7 CATS results were 70 in all areas (This score for his age is borderline between moderately low and extremely low.)

● in Year 8 the NFER Reading Test gave him a reading age of 8 years 3 months and

● to date (Year 9 – end of the Spring term) he has attained English NC Level 3.

Akram admits that he "messes about" in lessons but says that he does not know why, although when asked if the work was too difficult, he readily agreed. He is aware that he needs extra help with his English to improve his grades and that he must put more effort into his work both at school and at home.

Akram's father is supportive. As well as setting targets, he has given Akram rewards/ incentives, including a new bike and trips. Initially, he said that he helped Akram with his work at home everyday, but has since explained that he is not always there to help him and that his mother finds it difficult to help him because she speaks very little English.

FURTHER INVESTIGATION: Analysis of pupil data and evidence

Step 4: Part 1 – Plotting Akram on the EAL Matrix

Reminder: The appropriate Matrix Record Sheet is selected for each pupil by:

1. identifying the group to which he/she belongs, i.e. Group A, B or C, and then

2. identifying the national curriculum year group in which he/she started school in the UK.

Akram belongs to Group B, i.e. pupils who arrive between ages 8 and 11 with at least 2-5 years of schooling in their first language, and started school in the UK in Year 4. Therefore, the Matrix Record Sheet for 'Group B in Year 4' (C4.4) was selected.

Akram was plotted on this matrix by moving along the horizontal axis to Year 9 (his current year group) and then by moving upwards to his current level of English language proficiency, i.e. NC Level 3. It was clear from where he was plotted on the matrix that his rate of progress for the development of EAL was significantly below the expected timescale for the group to which he belonged (see 'X' on the matrix below), and needed further investigation.

OUTLINE OF AKRAM'S MATRIX RECORD SHEET: GROUP B IN YEAR 4

GROUP B:

Newcomers arriving from abroad in Year 4

> **Group B**: Pupils who arrive between ages 8 and 11 with at least 2-5 years of schooling in their first language require 5-7 years to develop CALP.
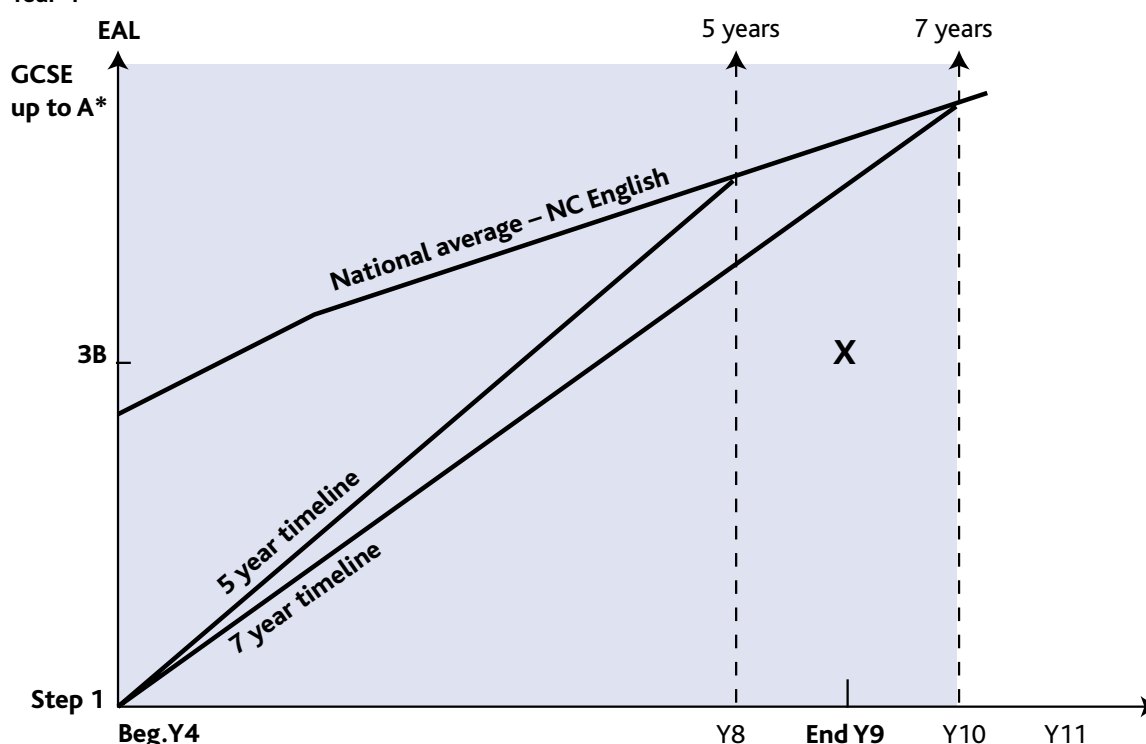
Step 4: Part 2 Identifying factors that are affecting the pupil's progress – Recorded on the Assessment Report

Subsequently, the key questions on the 'Language Needs or Special Needs?' flow chart (C5) were used to systematically take into account certain factors and help to identify any that might be affecting Akram's progress. His Assessment Report revealed that:

a) He has no medical, sensory or physical needs that would account for his lack of progress.

b) His record of attendance is good.

c) Whilst his academic English is not adequate to meet the language demands of the curriculum, it has been established, by means of a review of current practice (using the checklists of good practice C3.1 and C3.2):

● that his needs are being met in a supportive learning environment and

● that he is receiving appropriate EAL support to enable him to access the curriculum,

● in particular, that the language demands of tasks are appropriate for his level of English language competence.

d) Akram persistently demonstrates features of emotional and/or behavioural difficulties that regularly interfere with his learning, i.e.

● he is often off task;

● his behaviour is poor/disruptive, if not constantly monitored;

● he is unable to work with others.

e) There is also a record of Akram having at one time attended classes at his local mosque and having been removed because of poor behaviour.

f) Consideration has been given as to whether his behavioural difficulties might be:

● evident only at times when he is unable to cope with the language demands of the curriculum and/or when he feels under pressure to respond orally; or

● related to environmental stress possibly caused by bullying, racism, problems in the home or family circumstances.

However, there is no evidence in support of either case.

g) With reference to emotional, behavioural and social development, Akram's behaviour does not match the criteria that would trigger intervention through School Action because, although his poor behaviour is persistent, he does respond to the behaviour management techniques used in the school.

h) However, the 'Assessment Report' indicated that Akram does meet the criteria for intervention through School Action with regard to '**Communication and interaction**' and '**Cognition and learning**,'. In other words, despite receiving differentiated learning opportunities, he continues to make little or no progress in the following areas (SEN Code of Practice 6.51):

1. He has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum (**Communication and interaction**) – in particular, he shows no awareness/consideration of others.

2a. He makes little or no progress even when teaching approaches are targeted particularly in his identified area of weakness (**Cognition and learning**) – he often makes unnecessary mistakes.

2b. He shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas (**Cognition and learning**) e.g. he is unable to use simple writing frames unaided.

CONCLUSION

Step 5: Identification of needs and provision

Akram's academic English is not adequate to meet the language demands of the curriculum. His literacy skills are not developing as quickly as might be expected and he is not making adequate progress across the range of National Curriculum subjects, particularly the core subjects.

Akram's lack of progress is in spite of the fact that:

● his needs are being met in a supportive learning environment

● he is receiving appropriate EAL support to enable him to access the curriculum and

● the language demands of tasks are appropriate for his level of English language competence.

Overall, despite receiving differentiated learning opportunities, he continues to make little or no progress in the areas of '**communication and interaction**' and '**cognition and learning**'.

Therefore, the Assessment Report concludes that Akram has a learning difficulty and requires intervention through School Action in the areas of:

● Communication and interaction, and

● Cognition and learning.

In addition to SEN support, he will also require continued EAL support across the curriculum in order to develop his academic language.

PART E: IMPORTANT PRINCIPLES

**Important Key Principles Underpinning Good Practice
(including extract from NALDIC)**
> **Follow-up Action**
> **Principles which underpin good practice for pupils learning EAL
> (Extract from NALDIC 1999 Working Paper 5)**

Summary of Main Points

IMPORTANT KEY PRINCIPLES UNDERPINNING GOOD PRACTICE

Follow-up Action

Given that *The Procedure* has been completed, and the needs of the pupil have been identified, the next step is to consider the provision, in terms of providing appropriate EAL support both for:

a) pupils whose lack of progress has resulted from difficulties related to his/her English language development needs as well as

b) those who have been identified as having a learning difficulty, but also require EAL support

There are obviously significant differences between these two groups in relation to:

1. their rates of progress

2. the range, duration and degree of support required

3. the implications of the pupil's learning difficulty for teaching and learning, in respect of

   a) the nature of the learning difficulty, i.e. whether it is related to the areas of:

   ● communication and interaction

   ● cognition and learning

   ● behavioural, emotional and social development, or

   ● sensory and/or physical needs and

   b) the extent of the learning difficulty (e.g. mild, moderate or severe)

Although it is beyond the scope of this publication to deal with the provision of appropriate EAL support in depth, nevertheless it is hoped that the guidance provided in this section will prove helpful to schools in that it highlights five principles which have been identified by the National Association for Language Development in the Curriculum (NALDIC, 1999) as underpinning good practice for pupils learning EAL. These principles apply equally to pupils who have been identified as having a learning difficulty, but also require EAL support.

With kind permission from NALDIC, the principles and their rationale, together with a range of examples, have been included below. For more information, refer to NALDIC (1999) "Working Paper 5: The Distinctiveness of English as an Additional Language – A Cross-curriculum Discipline". In recognition of the need to show what these principles look like in practice, NALDIC (2001) has produced a series of twelve vignettes that describe certain aspects of the process of teaching EAL in a range of curriculum areas and relate the strategies used in the lessons to the key principles which underpin good practice.

Further guidance regarding good practice in supporting pupils learning EAL may be obtained from consulting the following two checklists developed in support of *The Procedure* (refer to the Photocopy Masters), in order to establish, respectively, whether the pupil's needs are being met in a supportive learning environment and whether the pupil is receiving appropriate EAL support to enable him/her to access the curriculum:

1. Pre-requisites for an all-inclusive environment: A checklist of good practice (see C3.1);

2. Appropriate support: A checklist of good practice (see C3.2).

These checklists reflect the key principles highlighted below. Other examples of good practice for EAL learners may be found in the appendices of useful websites (Appendix 3: page 85) and suggested further reading (Appendix 4 page 86).

Principles which underpin good practice for pupils learning EAL

Extract: NALDIC (1999) Working Paper 5. The Distinctiveness of English as an Additional Language: A Cross-curriculum Discipline. Pages 14-16.

1: Activating prior knowledge in the pupil

Rationale

Bilingual pupils' experiences will vary, as will their use of English and knowledge of culturally specific frameworks for learning. Learning involves integrating new information ('input') into their existing mental model of the world (or schema[6]). In second/additional language learning, prior knowledge of content and language plays a major role in helping to make second language input comprehensible.

Examples

Finding out what pupils know about a topic through questioning, supporting self-monitoring and using KWL[7] charts, brainstorming in small groups or pairs, discovery tasks, enabling use of home language.

2: The provision of a rich contextual background to make the input comprehensible

Rationale

Pupils learning EAL require opportunities to draw on additional contextual support to make sense of new information and language. Content learning for pupils learning EAL can be greatly improved through the use of visual support. This can help learners to conceptualise learning tasks that are being presented to them, or in which they are engaged, even when their knowledge of the target language is limited.

Examples

There is a distinct difference between a visual aid (for example, a picture of a frog) and 'key visuals'[8] (for example, a diagram of the life cycle of a frog). Key visuals or graphic organisers are linked to tasks which support the development of conceptual and language knowledge. They provide a summary of information but they also show a structure for the information. They also offer opportunities for pupils to engage in active learning experiences. Visual support and graphic organisers might include: maps, diagrams, charts, tables, semantic webs, graphs, time-lines, outlines of causal sequences, videos, computer graphics, web pages etc.

Notes

These notes refer to the publication from which this extract was taken.

[6] See Section 6 for an example of the relevance of schema theory and literacy development.

[7] Pupils first list what they already **know** about a topic, then what they **want** to find out, and when they have completed the topic, they record what they have **learned**.

[8] A term borrowed from the work of Mohan. See Section 6 for further discussion.

3: Actively encouraging comprehensible output

Rationale

Learners are actively encouraged to produce spoken and written language from an early stage of the lesson(s) onwards. This is important for both cognitive and linguistic development. The active use of language provides opportunities for learners to be more conscious of their language use, and to process language at a deeper level. It also brings home to both learner and teacher those aspects of language which will require additional attention.

Examples

Using peer tutoring, collaborative learning, drama and role play, opportunities for scaffolded teacher-pupil and pupil-pupil interactions, questioning strategies, using oral feedback to move learners towards the forms of language used in writing, scaffolded writing activities.

4: Drawing the learner's attention to the relationship between form and function; making key grammatical elements explicit

Rationale

Whatever language is needed to talk about the content, it should be used in ways that allow learners to take note of the language itself. Attention should be drawn to language and how it is used to express the content knowledge. This can mean explicit comment on forms, structures and functions of the language that is used to convey the content, as well as in more indirect ways of calling attention to language.

Examples

Drawing attention to the grammatical forms used to recall past events or to ways of expressing doubt (e.g. 'may' and 'might') in texts, modelling and extending their use, and providing opportunities for practice; talking about ways of expressing politeness when asking for something; noting how paragraphs present information in different subjects and how subtitles are used.

5: Developing learner independence

Rationale

Learners need increasingly to become more independent in their use of a range of learning strategies, drawing on metacognitive (e.g. organisational planning), cognitive (e.g. grouping/ classifying) and social-affective (e.g. co-operation) awareness. The teacher has a key role in encouraging pupil independence through the selection of planned activities, and by assisting learners to apply strategies which develop self-reliance.

Examples

Providing opportunities to model and extend what has been taught; scanning texts to look at sub-headings and diagrams prior to reading; using diagrams to demonstrate knowledge; using dictogloss[9]; note-taking; teaching study skills.

Note: [9] The teacher reads a short text which the pupils reconstruct from notes they have made and using cues from the surrounding text.

SUMMARY OF MAIN POINTS

If EAL learners are to receive appropriate and effective support, then schools need to ensure that they are providing support across the curriculum that:

1. helps pupils to make sense of new language and subject content by enabling them to relate it to prior knowledge and experience

2. facilitates comprehension of new language and new information by providing additional contextual support, in particular, visual support including key visuals/graphic organisers

3. provides opportunities and uses strategies that enable and actively encourage pupils to produce spoken and written language, from the earliest stages of learning English onwards

4. explicitly draws the pupils' attention to the language and the way it is being used to talk and write about the subject content, and

5. builds into the teaching programme, a range of learning strategies to ensure that pupils become increasingly more independent.

Many examples of practical activities in support of the above principles may be obtained from Appendix 3 and 4.

THE DEVELOPMENT OF EAL MATRIX: GROUP A

GROUP A: Newcomers arriving from abroad in Reception, Year 1 and Year 2

GROUP A: Pupils who arrive in early childhood (before age 8) and have received little or no formal schooling in their first language require 7 – 10 years or more to develop CALP.

CALP:
A progressive increase in Cognitive Academic Language Proficiency is required as a pupil moves through the NC levels

Development of EAL

Average progress: national averages

Reception: timescale for the development of CALP

Year 1: timescale for the development of CALP

Year 2: timescale for the development of CALP

7-10 yrs

National Curriculum Year Groups (Beginning of year marked)

Rec   Y1   Y2   Y3   Y4   Y5   Y6   Y7   Y8   Y9   Y10   Y11
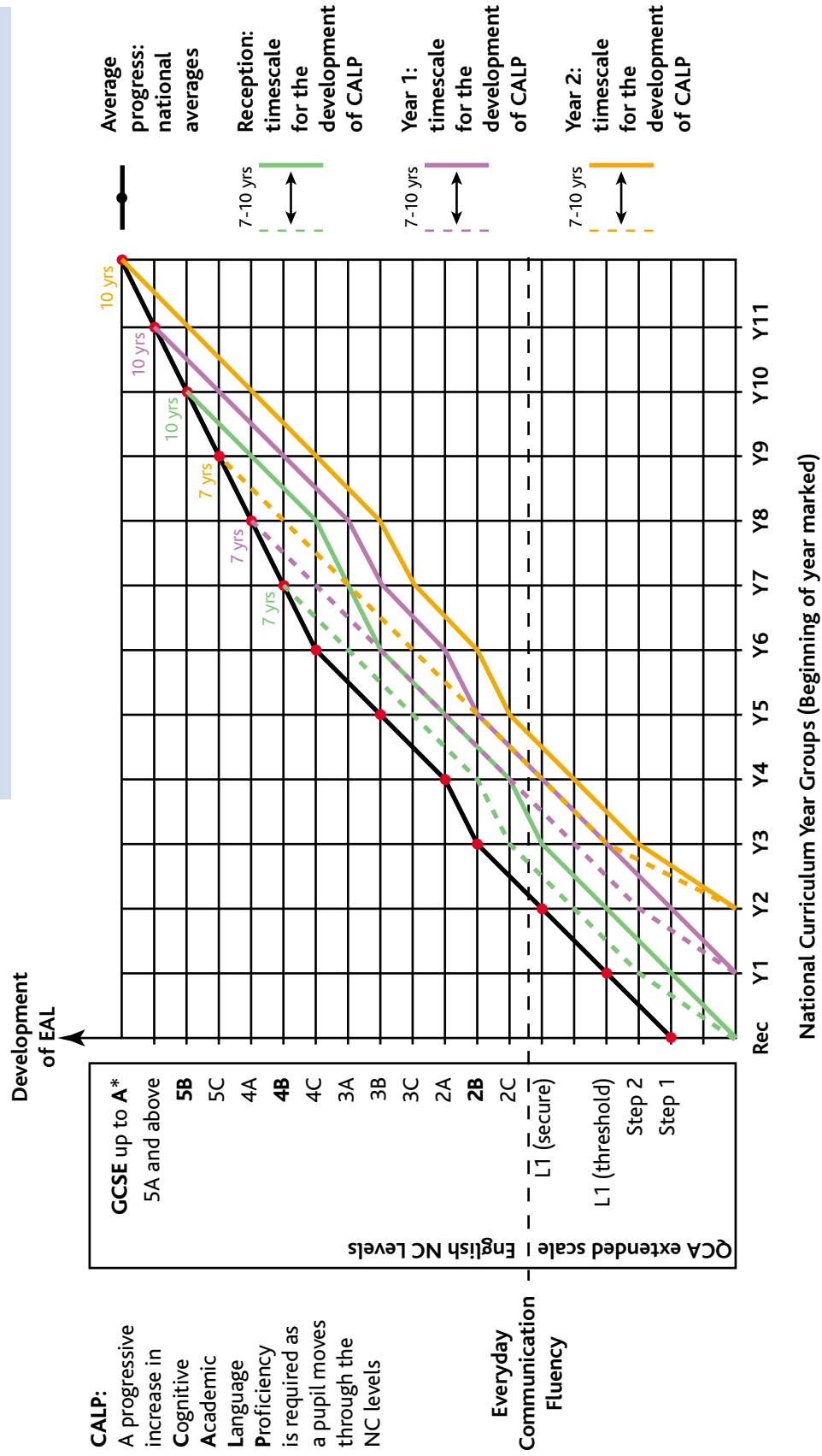
Diagram 2

THE DEVELOPMENT OF EAL MATRIX: GROUP B

GROUP B: Newcomers arriving from abroad in Year 3, Year 4, Year 5 and Year 6

GROUP B: Pupils who arrive between ages 8 and 11 with at least 2 – 5 years of schooling in their first language require 5 – 7 years to develop CALP.

CALP:
A progressive increase in Cognitive Academic Language Proficiency is required as a pupil moves through the NC levels

Everyday Communication Fluency

Development of EAL

English NC: end of KS national averages

Year 3: timescale for the development of CALP
5-7 yrs

Year 4: timescale for the development of CALP
5-7 yrs

Year 5: timescale for the development of CALP
5-7 yrs

Year 6: timescale for the development of CALP
5-7 yrs

GCSE up to **A***
5A and above
5B
5C
4A
4B
4C
3A
3B
3C
2A
2B
2C
L1 (secure)
L1 (threshold)
Step 2
Step 1

English NC Levels
QCA extended scale

Rec Y1 Y2 Y3 Y4 Y5 Y6 Y7 Y8 Y9 Y10 Y11

National Curriculum Year Groups (Beginning of year marked)

7 yrs
5+7 yrs
5+7 yrs
5 yrs
5 yrs

Diagram 3

THE DEVELOPMENT OF EAL MATRIX: GROUP C

GROUP C: Newcomers arriving from abroad in Year 7, Year 8 and Year 9

GROUP C: Pupils who arrive after age 11 with at least 5 years of schooling in their first language may require 5 – 7 years to develop CALP but with appropriate support may make accelerated progress.

CALP:
A progressive increase in **C**ognitive **A**cademic **L**anguage **P**roficiency is required as a pupil moves through the NC levels

Development of EAL

QCA extended scale | English NC Levels

GCSE up to A*
5A and above
5B
5C
4A
4B
4C
3A
3B
3C
2A
2B
2C
L1 (secure)
L1 (threshold)
Step 2
Step 1

Everyday Communication Fluency

For accelerated progress see individual matrices for years 7, 8 and 9

National Curriculum Year Groups (Beginning of year marked)

Rec Y1 Y2 Y3 Y4 Y5 Y6 Y7 Y8 Y9 Y10 Y11

7 yrs
5+7 yrs
5+7 yrs
5 yrs
5 yrs

English NC: end of KS national averages

Year 7: timescale for the development of CALP
5-7 yrs

Year 8: timescale for the development of CALP
5-7 yrs

Year 9: timescale for the development of CALP
5-7 yrs

Diagram 4

SUMMARY OF PHOTOCOPY MASTERS

The supporting materials, listed below, have been developed to help schools carry out *The Procedure*.

PCM	Title:	Purpose:
C1.1	Assessment Report	An Assessment Report that provides a record of each step of *The Procedure*, including a section in which answers to the key questions are recorded in one of two columns, indicating that the pupil may need EAL support or may have SEN.
C2.1	EAL: Pupil profile	A pro forma that facilitates the collection of pertinent background information.
C3.1	Pre-requisites for an all-inclusive environment: A checklist of good practice	A checklist that facilitates a review of current practice with reference to whether the pupil's needs are being met in a supportive learning environment.
C3.2	Appropriate support: A checklist of good practice	A checklist that facilitates a review of current practice with reference to whether the pupil is receiving appropriate EAL support.
	The development of EAL – Matrix record sheets	A set of matrix record sheets that illustrate the timescales involved in the development of EAL for three different groups of pupils (A, B and C). Pupils may be plotted on these matrices in order to establish whether their rate of progress is significantly below the expected timescale and warrants further investigation.
C4.0	Group A in Reception	
C4.1	Group A in Year 1	
C4.2	Group A in Year 2	
C4.3	Group B in Year 3	
C4.4	Group B in Year 4	
C4.5	Group B in Year 5	
C4.6	Group B in Year 6	
C4.7	Group C in Year 7	
C4.8	Group C in Year 8	
C4.9	Group C in Year 9	
C5	Language needs or special needs? Key questions Identifying factors affecting the achievement of pupils with EAL	A flow chart that provides both an overview of the factors affecting the achievement of pupils with EAL and presents them as key questions which will enable schools to identify any factors that are affecting the pupil's progress (answers should be recorded in the 'Assessment Report' – see below).

C1.1 (page i) **ASSESSMENT REPORT**

School:			
Pupil's name:	D.o.b:		Male/Female
Class teacher:	Class:		NC Year:
Assessed by:	Post:		Date:

Step 1: Expression of concern / Referral details

Name and position of person(s) expressing concern:

Reasons for concern:

Step 2 and 3: Collecting background information and evidence

Please note: *Where appropriate, attach information/evidence to this report.*	Tick	Date:
Step 2: Background information collected		
EAL Pupil Profile (C2.1) completed		
Step 3: Evidence collected		
a) Samples of work (please specify):		
b) Teacher Assessments and/or examination/test results (please list, specifying subject and level):		
c) Record of observations (please list, specifying context):		
d) English language development – Level of competence: QCA Step / NC level		
e) Record of the perceptions of relevant people: ● Pupil's views ● Parental views ● Views of relevant staff (please list names and positions); ● Views of others e.g. outside agencies (please list names and positions).		

Step 4: Analysis of pupil data and evidence

Part 1: 'The Development of EAL – Matrix Record Sheets (C4.0-C4.9)	Tick	Date:
Pupil plotted on appropriate Matrix Record Sheet. Rate of progress indicated below:		
In advance of the expected timescale / accelerated progress		
Within the expected timescale		
Significantly below the expected timescale		

Step 4: Analysis of pupil data and evidence

Part 2: Based on the analysis of data and information, indicate the factors that would appear to account for the pupil making little or no progress.

FACTORS AFFECTING ENGLISH LANGUAGE DEVELOPMENT:	Please answer all questions. Tick YES *or* NO:	
	A tick in this column may indicate SEN.	A tick in this column may indicate the pupil needs EAL support.
a) Is the pupil making little or no progress because: (Answer the most relevant question.) He/she has been learning English for less than 6 months and may be going through the 'silent period'? OR	No ☐	Yes ☐ ➜EAL
He/she is in the early stages of learning English (QCA extended scale: Steps 1 and 2, Level 1 Threshold or Level 1 Secure) and needs **EAL support**? OR	No ☐	Yes ☐ ➜EAL
His/her academic English is not adequate to meet the language demands of the curriculum and he/she needs continuing **EAL support** to further develop his/her academic language and literacy skills?	No ☐	Yes ☐ ➜EAL
b) Does the pupil have a problem with vision, hearing, physical development and/or general health? Please specify: He/she may need **SEN support**. See below, **trigger** for School Action re. **Sensory and/or physical needs** (4).	Yes ☐	No ☐ ➜EAL
c) Does the pupil have a record of poor attendance and/or extended absences from school and has he/she therefore missed a significant amount of English schooling? Please specify:	No ☐	Yes ☐ ➜EAL
If yes, is the pupil's record of poor attendance related to problems with vision, hearing, physical development, general health, and/or emotional and behavioural difficulties? Please specify:	Yes ☐	No ☐ ➜EAL
d) Is he/she receiving appropriate support to meet the needs of a pupil learning EAL? (See review of current practice with reference to 'Appropriate Support: A Checklist of Good Practice,' C3.2.) If no, please identify areas in need of development:	Yes ☐	No ☐ ➜EAL

Step 4: Analysis of pupil data and evidence

Part 2: Based on the analysis of data and information, indicate the factors that would appear to account for the pupil making little or no progress.

FACTORS AFFECTING ENGLISH LANGUAGE DEVELOPMENT: (cont)	Please answer all questions. Tick YES *or* NO:	
	A tick in this column may indicate SEN.	A tick in this column may indicate the pupil needs EAL support.
e) If the pupil is no longer receiving EAL support, does it appear that it may have been withdrawn too soon, i.e. when he/she achieved everyday communication fluency? If so, the pupil will need continuing **EAL support** to further develop his/her academic language and literacy skills.	No ☐	Yes ☐ ➜EAL
f) Does the pupil have poorly developed speaking skills in his/her first language? If yes, he/she may have a general language delay and need **SEN support**. See below, **trigger** for School Action re. **Communication and interaction** (1).	Yes ☐	No ☐ ➜EAL
g) Has the pupil developed age-appropriate literacy skills in his/her first language? If not, this could be a possible indicator that he/she may have a learning difficulty. However, disregard if the pupil has not received the usual number of years schooling in his/her first language. How many years schooling received in first language? _____ years	No ☐	Yes ☐ ➜EAL
h) Is the pupil demonstrating features of emotional and/or behavioural difficulties that interfere with his/her learning **only** at times when: ● he/she is unable to cope with the language demands of the curriculum; and/or ● he/she feels under pressure to respond orally? Is the pupil persistently demonstrating features of emotional and/or behavioural difficulties that regularly interfere with his/her learning? See below, **trigger** for School Action re. **Emotional, behavioural and social development** (3). If yes, please specify:	No ☐ Yes ☐	Yes ☐ ➜EAL No_____ ➜EAL

FACTORS AFFECTING ACCESS TO THE CURRICULUM:		
a) Is the pupil receiving appropriate EAL support to enable him/her to access the curriculum? (See review of current practice – C3.2 – with reference to 'Appropriate Support: A Checklist of Good Practice'.) If no, please identify areas in need of development.	Yes ☐	No ☐ ➜EAL
b) Are the language demands of tasks appropriate for the pupil's level of English language competence?	Yes ☐	No ☐ ➜EAL

Step 4: Analysis of pupil data and evidence

Part 2: Based on the analysis of data and information, indicate the factors that would appear to account for the pupil making little or no progress.

FACTORS AFFECTING THE LEARNING ENVIRONMENT:	Please answer all questions. Tick YES *or* NO:	
	A tick in this column may indicate SEN.	A tick in this column may indicate the pupil needs EAL support.
a) Are the pupil's needs being met in a supportive learning environment, one which provides the necessary pre-requisites for an all-inclusive environment? (See review of current practice with reference to 'Pre-requisites for an All-inclusive Environment: A Checklist of Good Practice.' C3.1) If no, please identify areas in need of development:	Yes ☐	No ☐ ➜EAL
b) Is the pupil suffering from environmental stress caused by any of the factors below (either inside or outside of school)?		
● Is the pupil a victim of bullying, or experiencing racist behaviour? If yes, please specify which:	No ☐	Yes ☐ ➜EAL
● If the pupil is newly/recently arrived from overseas, does he/she appear to be suffering from 'culture shock'?	No ☐	Yes ☐ ➜EAL
● If the pupil is a refugee/asylum seeker, does he/she appear to be suffering from stress or trauma related to recent experiences such as war, family separation and/or bereavement?	No ☐	Yes ☐ ➜EAL
● Does the pupil appear to be suffering from stress as a result of problems in the home or family circumstances, such as housing or financial difficulties, family separation, or bereavement?	No ☐	Yes ☐ ➜EAL
c) Is the pupil demonstrating features of emotional and/or behavioural difficulties that regularly interfere with his/her learning, and which may be related to one or more of the factors above? See below, trigger for School Action re. **Emotional, behavioural and social development** (3). If yes, please specify:	Yes ☐	No ☐ ➜EAL

Step 4: Analysis of pupil data and evidence

Part 2: Based on the analysis of data and information, indicate the factors that would appear to account for the pupil making little or no progress.

FACTORS RELATING TO LEARNING DIFFICULTIES (SEN):	Please answer all questions. Tick YES or NO:	
	A tick in this column indicates SEN	A tick in this column may indicate the pupil needs EAL support.
The triggers for intervention through School Action could be the teacher's or others' concerns, underpinned by evidence, about a pupil who, **despite receiving differentiated learning opportunities continues to make little or no progress** in one or more of the areas below (SEN Code of Practice 6.51).		
1. Does the pupil have communication and/or interaction difficulties, and continue to make little or no progress despite the provision of a differentiated curriculum (**Communication and interaction**)? If yes, please specify:	Yes ☐	No ☐ ➜EAL
2a. Does the pupil make little or no progress even when teaching approaches are targeted particularly in his/her identified area of weakness (**Cognition and learning**)? If yes, please specify:	Yes ☐	No ☐ ➜EAL
2b. Does the pupil show signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas (**Cognition and learning**)? If yes, please specify:	Yes ☐	No ☐ ➜EAL
3. Does the pupil present persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school (**Emotional, behavioural and social development**)? If yes, please specify:	Yes ☐	No ☐ ➜EAL
4. Does the pupil have sensory or physical problems, and continue to make little or no progress despite the provision of specialist equipment (**Sensory and/or physical needs**)? If yes, please specify:	Yes ☐	No ☐ ➜EAL

Step 5: Identification of needs and provision

Identification of the pupil's needs and requirements based on the analysis of data and evidence.		
Identify pupil's needs:	**Tick**	**Requirements:**
1. Pupil assessed as having **EAL needs only**.		**1. Requires EAL support across the curriculum.**
2. No firm decision.		2. Alongside further investigation, set new targets. Implement and monitor carefully. Review and evaluate action taken. Repeat step 4 (Part 2) and step 5, where appropriate, with regard to further investigation and new targets.
3. Pupil identified as having **special educational needs.**		3. **Requires intervention through School Action**, i.e. strategies that are additional to or different from the usual differentiated curriculum. The pupil **may also require** (SEN Code of Practice 7:56.): a) **EAL support** to compensate for the impact of a communication difficulty on learning in English as an additional language. b) Help in expressing, comprehending and using their own language, where English is not the first language.
Comments:		

Pupil Profile

English as an Additional Language

School:	
First name(s):	Surname:
Date of birth:	Gender: Male / Female
Date of admission:	NC Year:
Class teacher:	Class:
Country of birth:	Date of arrival in U.K?
Ethnic group:	Asylum seeker: Yes / No
Religion:	Refugee: Yes / No

Language background

First language of pupil:			(Indicate competence – please tick below: Good = in line with age.)			
Is pupil's spoken first language:	Good:		Not sure:		Poor:	
Reads first language: Yes / No	Good:		Not sure:		Poor:	
Writes first language: Yes / No	Good:		Not sure:		Poor:	
Other languages spoken by pupil:						
Other languages pupil can read:						
Other languages pupil can write:						
Does anyone in the family speak English?	Yes/No	Who?				

Educational background

Has pupil attended school abroad?		Yes/No	If so, for how many years?				
In which country has pupil attended school?							
What was the main language of instruction?							
Subjects taught:							
Favourite subject(s):							
Previous schools attended in U.K. (*with dates*):							
School:				From:		To:	
School:				From:		To:	
Is pupil currently receiving EAL support?		Yes/No	From:				
Type of support:	In class		Small Group		1–1		Withdrawal
Is pupil making:	Satisfactory progress		Slow progress		Little/no progress		
Has pupil received EAL support in the past?		Yes/No	From:		To:		
Type of support:	In class		Small Group		1–1		Withdrawal
Did pupil make:	Satisfactory progress		Slow progress		Little/no progress		

Pupil's name:	D.o.b:

Attendance

Has pupil spent extended periods abroad in primary/secondary? Yes / No	Not known Tick	How long in total?	Dates:
Has pupil recently spent an extended period abroad? Yes / No	Not known	How long?	Dates:
Attendance rate since admission to school:	Over 90%	90%-75%	Below 75%
Main reasons for absences:			

Community links

Does the pupil attend any school/classes in the community, e.g. mother tongue classes, supplementary school, mosque classes? Please give details including days and times.
What languages are used/taught there?
Name, address, tel. no. of school/organisation:
Name of contact person: Position:

Relevant medical information

Please give details of any information on hearing, sight, speech therapy etc. that could affect the pupil's language/literacy development.
Should the pupil be wearing glasses or hearing aid, or using other aids for learning?
Does the pupil require any regular medication during the school day?

Other relevant information (Continue on seperate sheet if necessary:
Completed by (in capitals):   Date:
Position/post: Signed:

Supporting Pupils Learning English as an Additional Language
Pre-requisites for an All-inclusive Environment:
A Checklist of Good Practice

School:		Year group:
Subject:		Class:
Reviewed by:	Post:	Date:
Checklist for Review of Current Practice:		

Features of good practice Good practice is demonstrated by the extent to which the school:	Current practice	Areas for improvement
1. Creates a learning environment that is welcoming and in which pupils feel safe, secure and confident enough to contribute.		
2. Recognises and values the backgrounds and life experiences of all pupils.		
3. Values bilingualism and biculturalism as an educational asset.		
4. Enables pupils to work in an atmosphere free from bullying, racism and other forms of harassment.		
5. Promotes good relations, including racial harmony.		
6. Actively enables pupils to understand and respect other peoples feelings, values and beliefs.		

Checklist for Review of Current Practice:		
Features of good practice Good practice is demonstrated by the extent to which the school:	Current practice	Areas for improvement
7. Actively enables pupils to appreciate their own and others' cultural traditions.		
8. Uses teaching methods and resources that are without bias, free from stereotyping and are properly matched to meeting the needs of all pupils including the particular needs of pupils learning EAL.		
9. Uses first language when appropriate to support learning.		
10. Uses grouping strategies that recognise both the learning and language development needs of pupils.		
11. Uses bilingual support assistants who are well-qualified and briefed appropriately.		
Areas for improvement – Identify priorities, action to be taken, plus implications for resources and staff training:		

Pupils Learning English as an Additional Language
Appropriate Support: A Checklist of Good Practice

School:	Subject:	Year group:
Subject teacher:	Support staff:	Class:

Targeted EAL pupil(s): (including NC levels)		

Reviewed by:	Post:	Date:

Checklist for Review of Current Practice

Features of good practice:	Current practice	Areas for improvement
Planning:		
1. Where additional EAL support is available: Are lessons planned collaboratively with EAL teachers? Are teaching assistants appropriately briefed?		
2. Does the planning identify EAL learners in need of additional support, and include not only those in the early stages of learning English, but also the more advanced learners of English who need continuing support?		
3. Does the planning identify enhanced opportunities for speaking and listening?		
4. Is there a clear focus on both the language (in respect of speaking and listening, reading, writing, and key concepts) and the subject content of the lesson?		
5. Are flexible grouping strategies used that recognise both the learning needs and language development needs of EAL learners and encourage them to work collaboratively in small 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 at a greater depth and help each other?		
6. Does monitoring, review and evaluation take place to determine the extent to which pupils have achieved their language objectives as well as their learning objectives?		
7. Is this ongoing assessment data used to inform the future planning and teaching of both language content and subject content?		

Checklist for Review of Current Practice (cont.)		
Features of good practice:	Current practice	Areas for improvement
Teaching methods / strategies		
8. Do lessons draw on pupils' prior knowledge and experience?		
9. Do lessons include strategies that help EAL learners to internalise and apply new subject-specific language?		
10. Is a rich background of contextual support provided to reinforce language learning and facilitate pupil participation in the lesson, such as adapted materials, additional resources, and good visual support (particularly for new vocabulary and new learning) e.g. - objects/artefacts - pictures, photographs and symbols - lists of key words/phrases - prompt sheets, writing frames - diagrams, graphs and charts, plus - a combination of expressions, gestures, tone of voice, stress, body language?		
11. Are lots of opportunities provided: - for the key language (spoken and written) to be clearly modelled, and - for pupils to use the key language in the context of the topic?		
12. Are opportunities provided to use pupils' first language to support cognitive/ academic development, enhance understanding and support the development of English?		

Checklist for Review of Current Practice (cont.)		
Features of good practice:	Current practice	Areas for improvement
Teaching methods / strategies (cont)		
13. Is scaffolding provided to support the learning of language and subject content, e.g. ● key word lists for subject specific vocabulary with picture support where necessary ● word banks, picture prompts, sequencing cards, sentence maker and picture dictionaries / bilingual dictionaries to support developing writing ● dual language materials ● key visuals (visual aids/organisers) ● writing frames with headings, picture prompts and/or sentence starters, plus summaries of key points, key vocabulary, and oral rehearsal before writing ● writing frames that support the development of writing in different genres ● written summaries to help with revision?		
14. Is pupil understanding monitored regularly, e.g. by questioning?		
Use of resources		
15. Are pupils provide with resources to support the learning of language and subject content, e.g. ● first language resources, including bilingual dictionaries ● glossaries ● personal vocabulary books ● visual organisers and visual aids, e.g. diagrams, graphs, charts, objects/ artefacts, pictures, photographs, symbols ● visual aids that are culturally relevant including positive images of other cultures and countries ● use of ICT to provide interactive learning?		

Checklist for Review of Current Practice (cont.)		
Features of good practice:	Current practice	Areas for improvement
Support for homework		
16. Is homework clearly explained in terms of length, content, structure and main points?		
17. Are language and subject learning objectives reinforced?		
18. Are scaffolding/additional materials provided to facilitate independent work?		
Areas for improvement – Identify priorities, action to be taken, plus implications for resources and staff training:		

THE DEVELOPMENT OF EAL – MATRIX RECORD SHEET: GROUP A IN RECEPTION

GROUP A: Newcomers arriving from abroad in Reception.

GROUP A: Pupils who arrive in early childhood (before age 8) and have received little or no formal schooling in their first language require 7 – 10 years or more to develop CALP.

CALP:
A progressive increase in Cognitive/ Academic Language Proficiency is required as a pupil moves through the NC levels

Development of EAL

English NC Levels

GCSE up to A*
5A and above
5B
5C
4A
4B
4C
3A
3B
3C
2A
2B
2C
L1 (secure)

QCA extended scale
L1 (threshold)
Step 2
Step 1

Everyday Communication Fluency

National Curriculum Year Groups (End of year marked)

Rec Y1 Y2 Y3 Y4 Y5 Y6 Y7 Y8 Y9 Y10 Y11

7 yrs
10 yrs

English NC: end of KS national averages.

Group A arriving at beginning of Reception:

Timeline for CALP achieved in 7yrs.

Timeline for CALP achieved in 10yrs.

7-10 yrs Timescale for the development of CALP.

Pupil: **Class:**   **Yr:**   **Date:**

C4.0

THE DEVELOPMENT OF EAL – MATRIX RECORD SHEET: GROUP A IN YEAR 1

GROUP A: Newcomers arriving from abroad

GROUP A: Newcomers arriving from abroad in Year 1

GROUP A: Pupils who arrive in early childhood (before age 8) and have received little or no formal schooling in their first language require 7 – 10 years or more to develop CALP.

CALP:
A progressive increase in Cognitive/ Academic Language Proficiency is required as a pupil moves through the NC levels

Development of EAL

Legend:
- English NC: end of KS national averages.
- Group A arriving at beginning of Year 1:
- Timeline for CALP achieved in 7yrs.
- Timeline for CALP achieved in 10yrs.
- 7-10 yrs Timescale for the development of CALP.

English NC Levels (vertical axis):
GCSE up to A*
5A and above
5B
5C
4A
4B
4C
3A
3B
3C
2A
2B
2C
L1 (secure)
L1 (threshold)
Step 2
Step 1

QCA extended scale

Everyday Communication Fluency

National Curriculum Year Groups (End of year marked):
Y1 Y2 Y3 Y4 Y5 Y6 Y7 Y8 Y9 Y10 Y11

10 yrs
7 yrs

Pupil: **Class:**   **Yr:**   **Date:**

C4.1

THE DEVELOPMENT OF EAL – MATRIX RECORD SHEET: GROUP A IN YEAR 2

GROUP A: Newcomers arriving from abroad in Year 2

GROUP A: Pupils who arrive in early childhood (before age 8) and have received little or no formal schooling in their first language require 7 – 10 years or more to develop CALP.

CALP:
A progressive increase in Cognitive/Academic Language Proficiency is required as a pupil moves through the NC levels

Everyday Communication Fluency

Development of EAL

English NC Levels

QCA extended scale

| GCSE up to A* |
| 5A and above |
| **5B** |
| 5C |
| 4A |
| **4B** |
| 4C |
| 3A |
| 3B |
| 3C |
| 2A |
| **2B** |
| 2C |
| L1 (secure) |
| L1 (threshold |
| Step 2 |
| Step 1 |

National Curriculum Year Groups (End of year marked)

Y2 Y3 Y4 Y5 Y6 Y7 Y8 Y9 Y10 Y11

7 yrs 10 yrs

English NC: end of KS national averages.

Group A arriving at beginning of Year 2:

Timeline for CALP achieved in 7yrs.

Timeline for CALP achieved in 10yrs.

7–10 yrs Timescale for the development of CALP.

C4.2

Pupil: **Class:**   **Yr:**   **Date:**

THE DEVELOPMENT OF EAL – MATRIX RECORD SHEET: GROUP B IN YEAR 3

GROUP B: Newcomers arriving from abroad in Year 3

GROUP B: Pupils who arrive between ages 8 and 11 with at least 2 – 5 years of schooling in their first language require 5 – 7 years to develop CALP.

CALP:
A progressive increase in Cognitive/ Academic Language Proficiency is required as a pupil moves through the NC levels

Development of EAL

English NC: end of KS national averages.

Group B arriving at beginning of Year 3:

Timeline for CALP achieved in 5yrs.

Timeline for CALP achieved in 7yrs.

5-7 yrs Timescale for the development of CALP.

7 yrs

5 yrs

QCA extended scale	English NC Levels	
GCSE up to A*		
5A and above		
5B		
5C		
4A		
4B		
4C		
3A		
3B		
3C		
2A		
2B		
2C		
L1 (secure)		
L1 (threshold)		
Step 2		
Step 1		

Everyday Communication Fluency

National Curriculum Year Groups (End of year marked)

Y3 Y4 Y5 Y6 Y7 Y8 Y9 Y10 Y11

Pupil: **Class:**   **Yr:**   **Date:**

C4.3

THE DEVELOPMENT OF EAL – MATRIX RECORD SHEET: GROUP B IN YEAR 4

GROUP B: Newcomers arriving from abroad in Year 4

GROUP B: Pupils who arrive between ages 8 and 11 with at least 2 – 5 years of schooling in their first language require 5 – 7 years to develop CALP.

CALP:
A progressive increase in Cognitive/Academic Language Proficiency is required as a pupil moves through the NC levels

Development of EAL

English NC Levels

QCA extended scale	English NC Levels
	GCSE up to A*
	5A and above
	5B
	5C
	4A
	4B
	4C
	3A
	3B
	3C
	2A
	2B
	2C
	L1 (secure)
Everyday Communication Fluency	L1 (threshold)
	Step 2
	Step 1

National Curriculum Year Groups (End of year marked)

Y4 Y5 Y6 Y7 Y8 Y9 Y10 Y11

7 yrs

5 yrs

English NC: end of KS national averages.

Group B arriving at beginning of Year 4:

Timeline for CALP achieved in 5yrs.

Timeline for CALP achieved in 7yrs.

5-7 yrs — Timescale for the development of CALP.

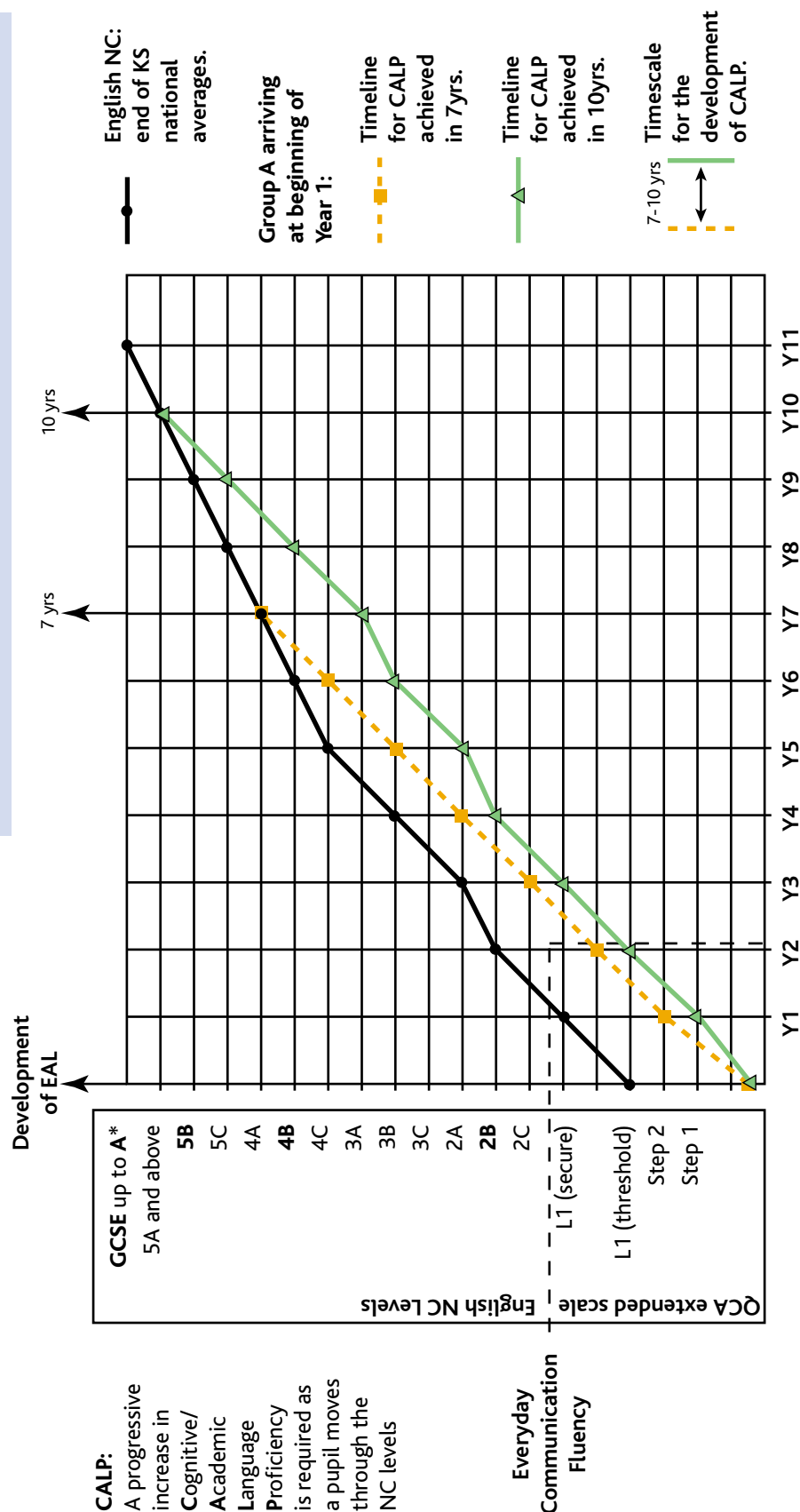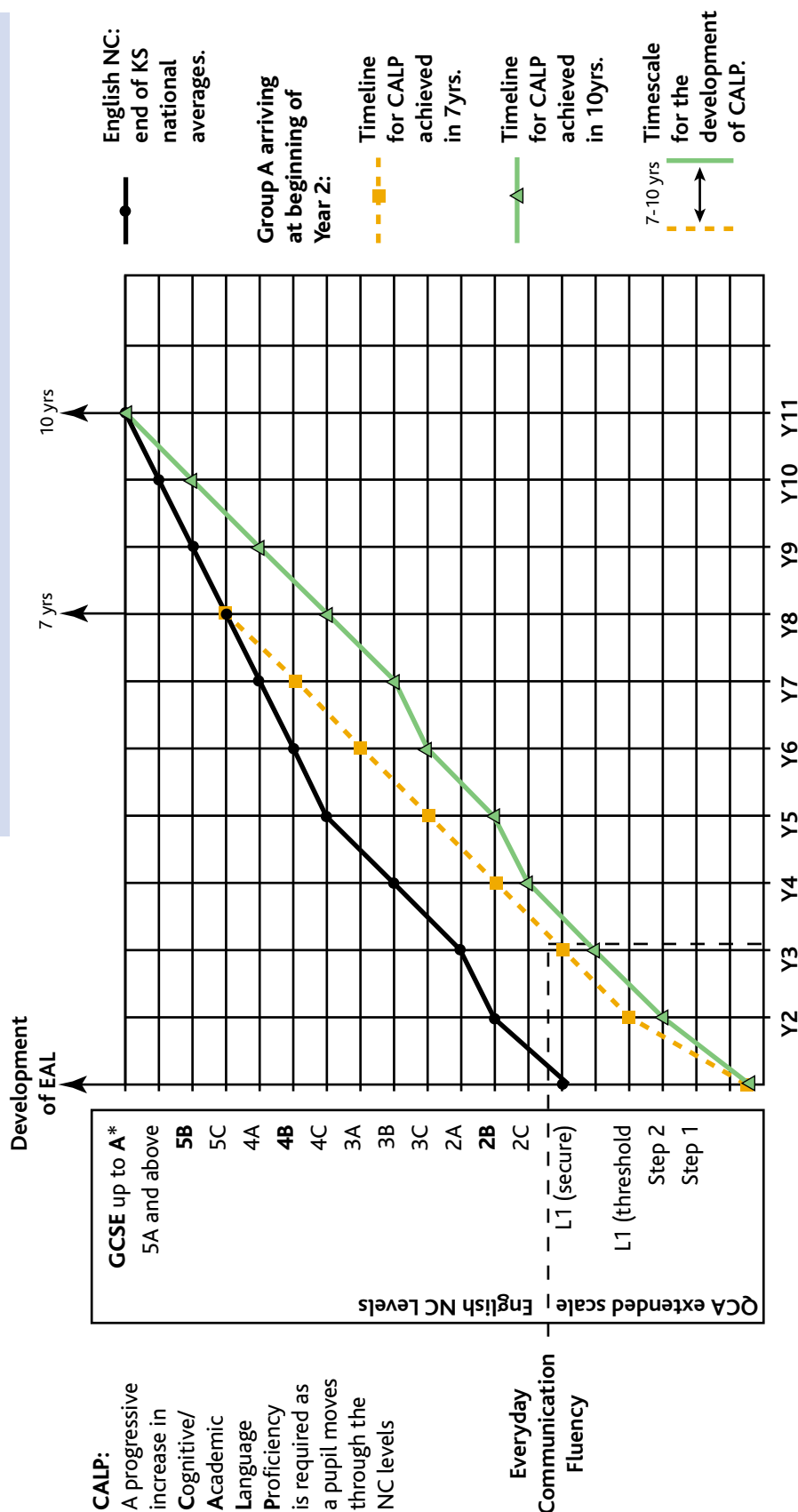**Pupil:**   **Class:**   **Yr:**   **Date:**

C4.4

THE DEVELOPMENT OF EAL – MATRIX RECORD SHEET: GROUP B IN YEAR 5

GROUP B: Newcomers arriving from abroad in Year 5

GROUP B: Pupils who arrive between ages 8 and 11 with at least 2 – 5 years of schooling in their first language require 5 – 7 years to develop CALP.

CALP:
A progressive increase in Cognitive/ Academic Language Proficiency is required as a pupil moves through the NC levels

Development of EAL

Legend:
- English NC: end of KS national averages.
- Group B arriving at beginning of Year 5:
- Timeline for CALP achieved in 5yrs.
- Timeline for CALP achieved in 7yrs.
- 5-7 yrs Timescale for the development of CALP.

7 yrs

5 yrs

Y-axis (English NC Levels / QCA extended scale):
GCSE up to A*
5A and above
5B
5C
4A
4B
4C
3A
3B
3C
2A
2B
2C
L1 (secure)
L1 (threshold)
Step 2
Step 1

Everyday Communication Fluency

QCA extended scale | English NC Levels

X-axis – National Curriculum Year Groups (End of year marked):
Y5 Y6 Y7 Y8 Y9 Y10 Y11

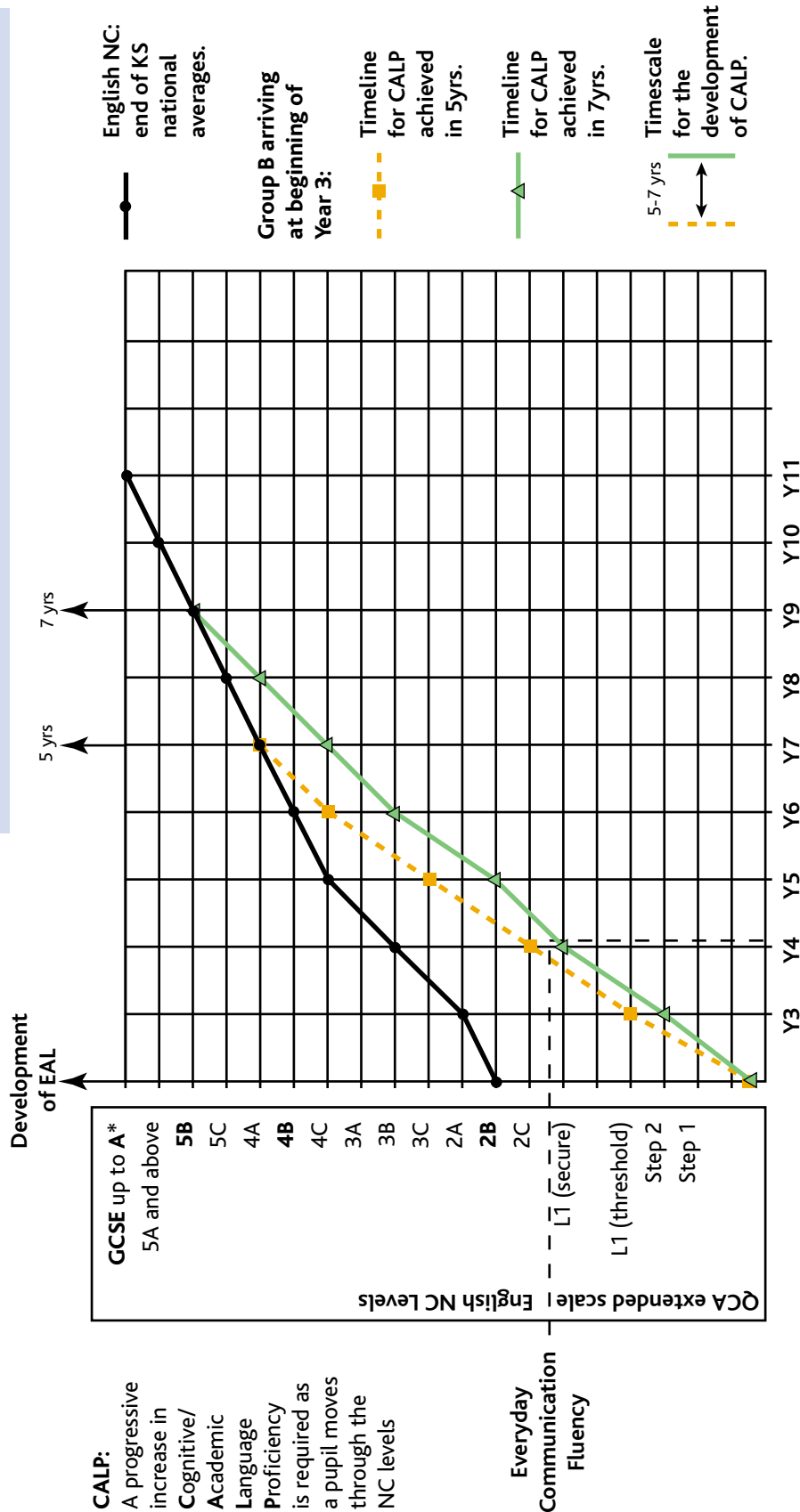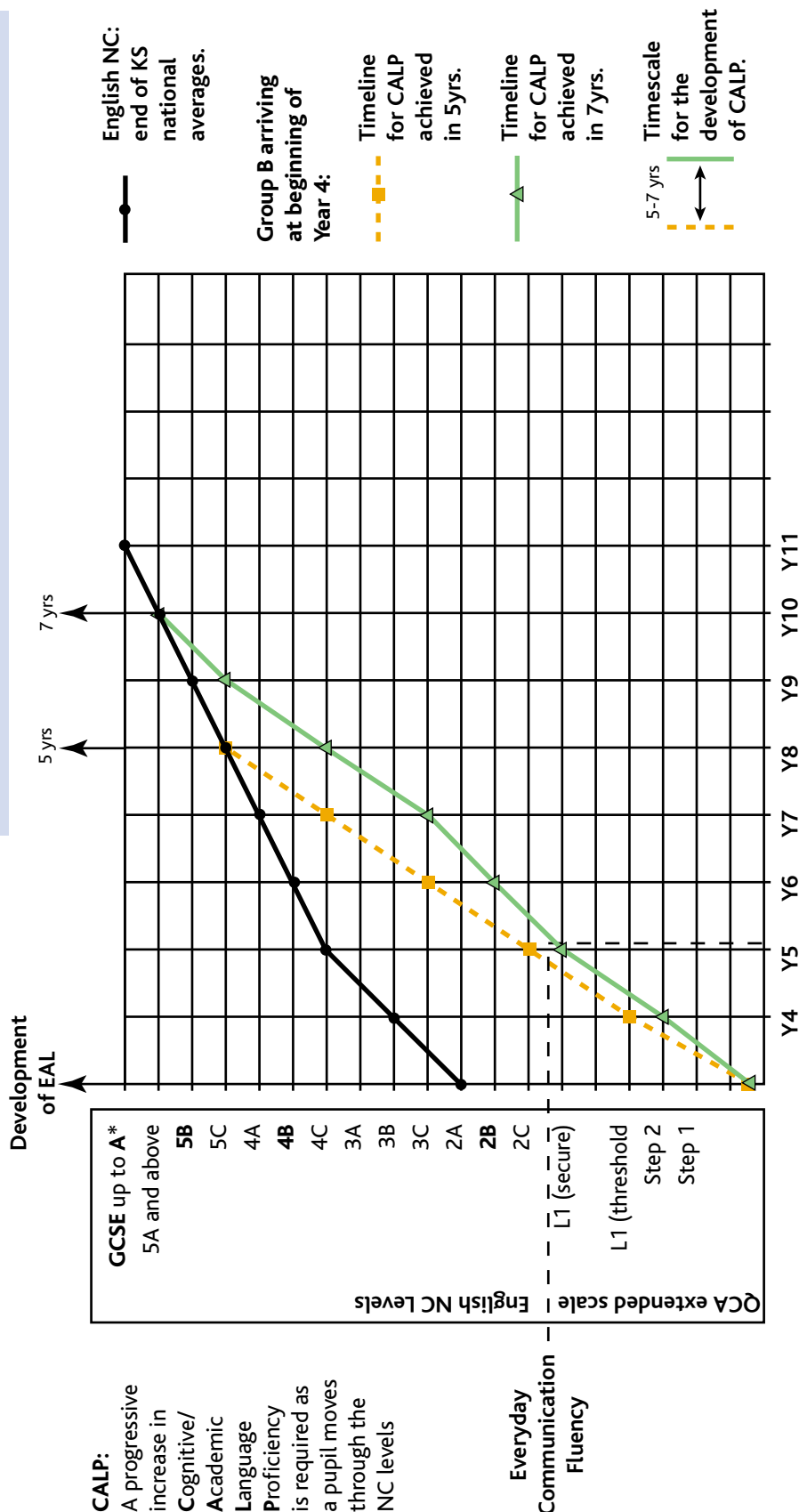**Pupil:**   **Class:**   **Yr:**   **Date:**

C4.5

THE DEVELOPMENT OF EAL – MATRIX RECORD SHEET: GROUP B IN YEAR 6

GROUP B: Newcomers arriving from abroad in Year 6

GROUP B: Pupils who arrive between ages 8 and 11 with at least 2 – 5 years of schooling in their first language require 5 – 7 years to develop CALP.

CALP:
A progressive increase in Cognitive/ Academic Language Proficiency is required as a pupil moves through the NC levels

Development of EAL

Legend:

— English NC: end of KS national averages.

Group B arriving at beginning of Year 6:

- - - ■ Timeline for CALP achieved in 5yrs.

△ Timeline for CALP achieved in 7yrs.

5-7 yrs - - - Timescale for the development of CALP.

English NC Levels:

GCSE up to **A***
5A and above
5B
5C
4A
4B
4C
3A
3B
3C
2A
2B
2C
L1 (secure)
L1 (threshold)
Step 2
Step 1

QCA extended scale | English NC levels

Everyday Communication Fluency

National Curriculum Year Groups (End of year marked)

Y6   Y7   Y8   Y9   Y10   Y11   16+

7 yrs   5 yrs

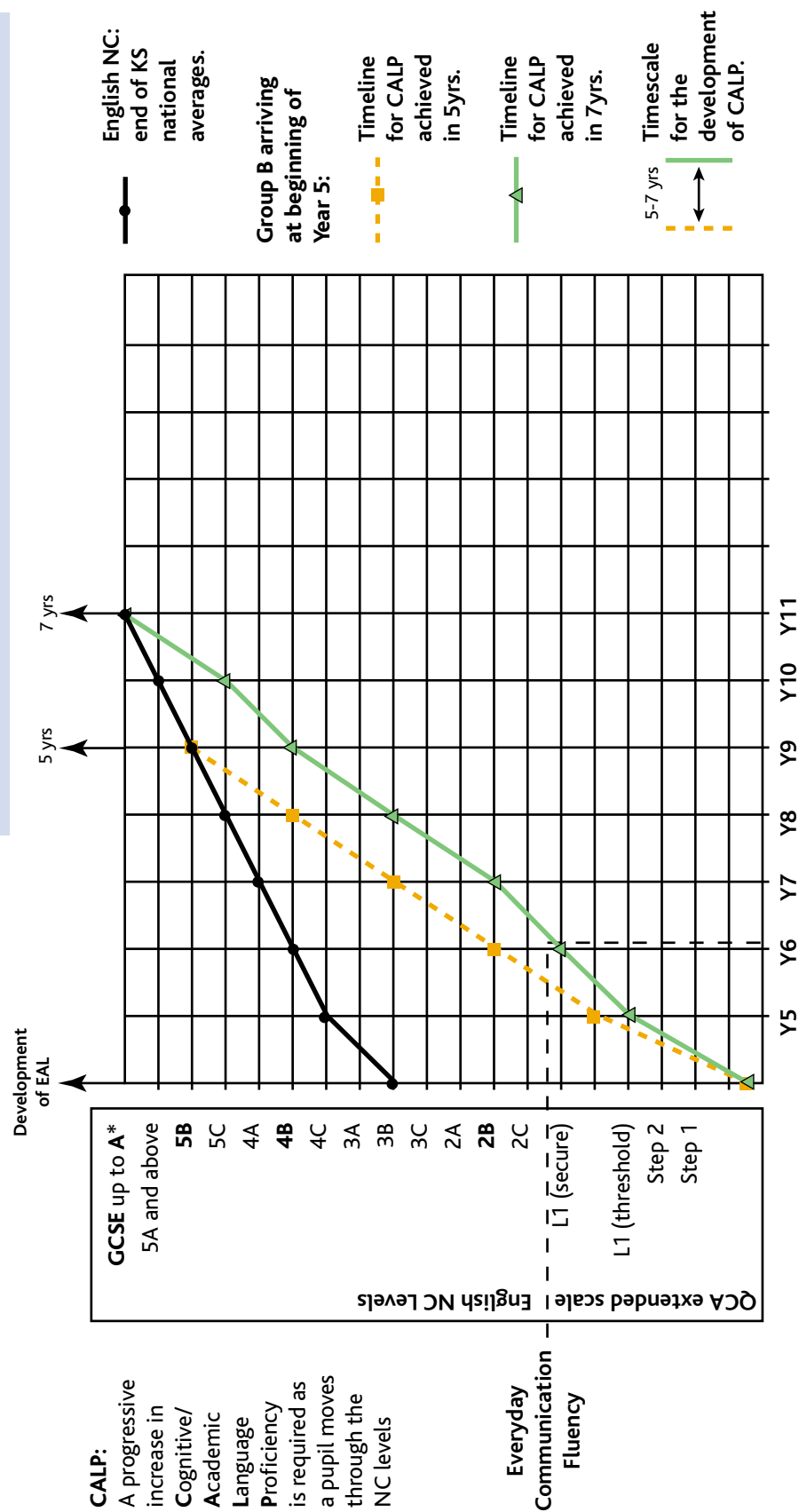**Pupil:**   **Class:**   **Yr:**   **Date:**
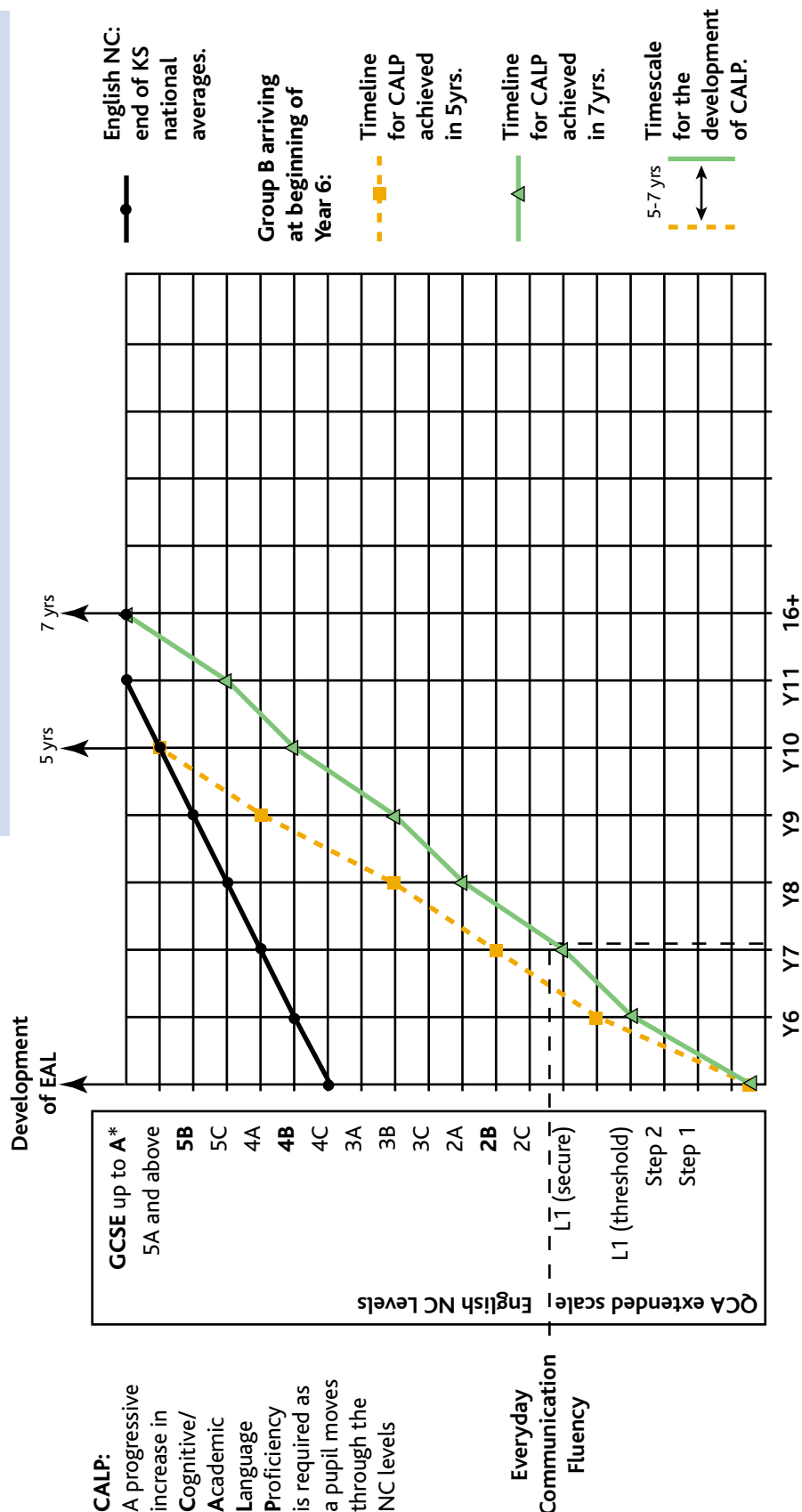
C4.6

THE DEVELOPMENT OF EAL – MATRIX RECORD SHEET: GROUP C IN YEAR 7

GROUP C: Newcomers arriving from abroad in Year 7

GROUP C: Pupils who arrive after age 11 with at least 5 years of schooling in their first language may require 5 – 7 years to develop CALP but with appropriate support may make accelerated progress.

CALP:
A progressive increase in Cognitive Academic Language Proficiency is required as a pupil moves through the NC levels

Development of EAL

English NC: end of KS national averages.

Group C arriving at beginning of Year 7:

Timeline for CALP achieved in 5yrs.

Timeline for CALP achieved in 7yrs.

5-7 yrs   Timescale for the development of CALP.

Accelerated Progress

	GCSE up to A*
	5A and above
	5B
	5C
	4A
	4B
	4C
	3A
	3B
	3C
	2A
	2B
	2C
English NC Levels	L1 (secure)
	L1 (threshold)
QCA extended scale	Step 2
	Step 1

Everyday Communication Fluency

National Curriculum Year Groups (End of year marked)

Y7   Y8   Y9   Y10   Y11

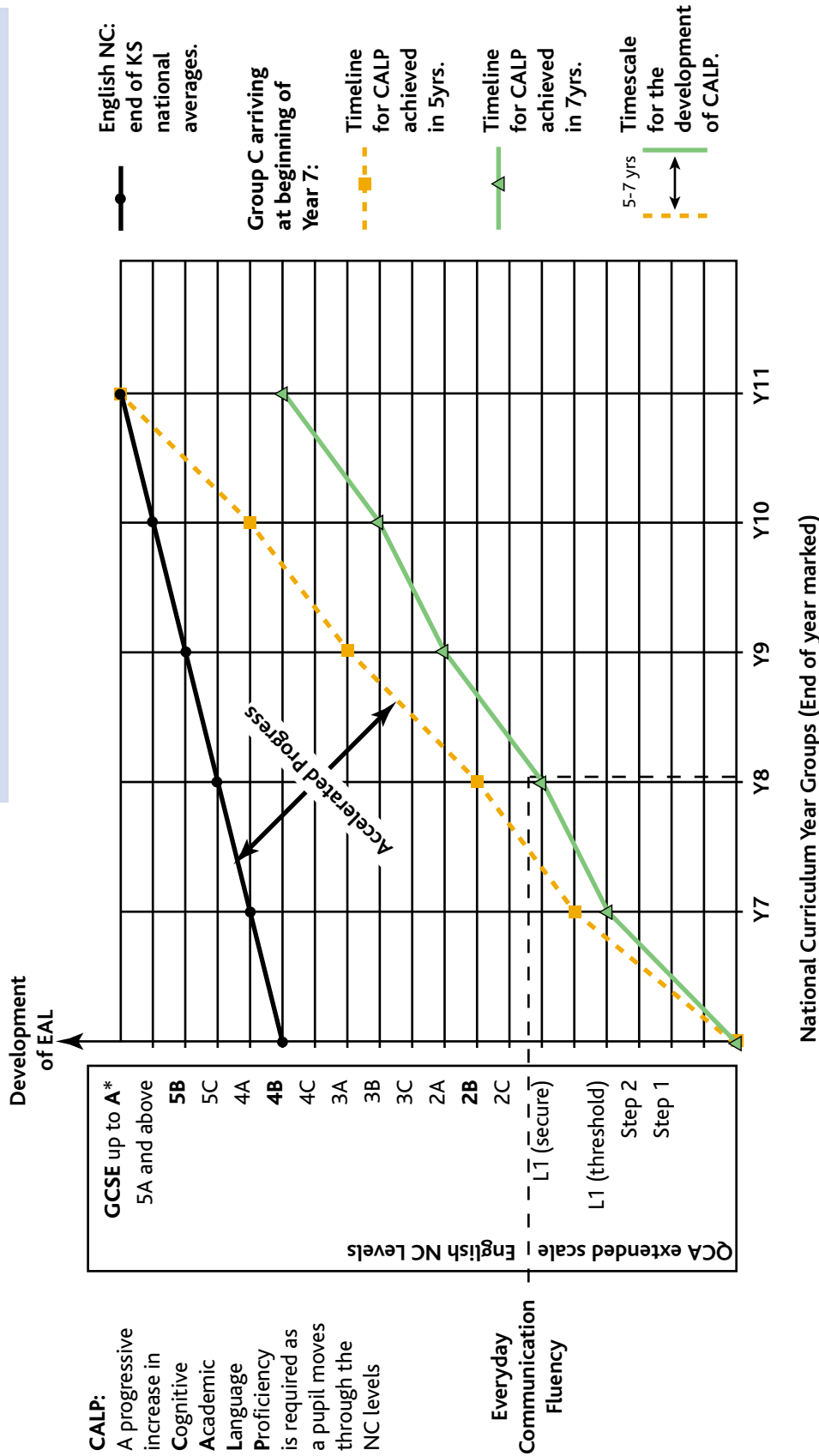**Pupil:**   **Class:**   **Yr:**   **Date:**
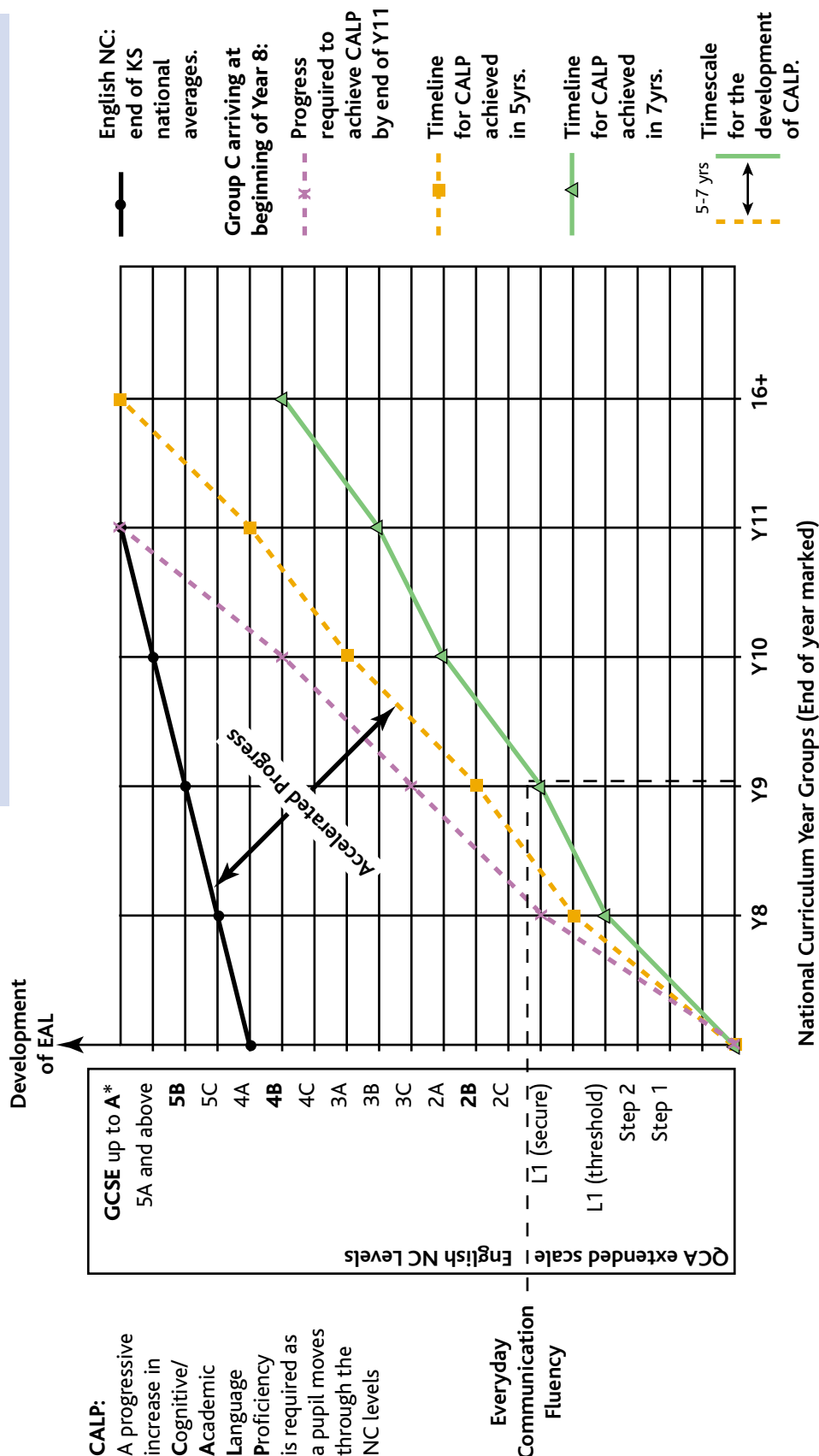
C4.7

THE DEVELOPMENT OF EAL – MATRIX RECORD SHEET: GROUP C IN YEAR 8

GROUP C: Newcomers arriving from abroad in Year 8

GROUP C: Pupils who arrive after age 11 with at least 5 years of schooling in their first language may require 5 – 7 years to develop CALP but with appropriate support may make accelerated progress.

CALP:
A progressive increase in Cognitive/ Academic Language Proficiency is required as a pupil moves through the NC levels

Legend:

- English NC: end of KS national averages.
- Group C arriving at beginning of Year 8:
- Progress required to achieve CALP by end of Y11
- Timeline for CALP achieved in 5yrs.
- Timeline for CALP achieved in 7yrs.
- 5-7 yrs — Timescale for the development of CALP.

Development of EAL

Accelerated progress

Chart axis:

Development of EAL / QCA extended scale | English NC Levels:
- GCSE up to A*
- 5A and above
- **5B**
- 5C
- 4A
- **4B**
- 4C
- 3A
- 3B
- 3C
- 2A
- **2B**
- 2C
- L1 (secure)
- L1 (threshold)
- Step 2
- Step 1

Everyday Communication Fluency

National Curriculum Year Groups (End of year marked): Y8, Y9, Y10, Y11, 16+

Pupil: Class: Yr: Date:

C4.8

THE DEVELOPMENT OF EAL – MATRIX RECORD SHEET: GROUP C IN YEAR 9

GROUP C: Newcomers arriving from abroad in Year 9

GROUP C: Pupils who arrive after age 11 with at least 5 years of schooling in their first language may require 5 – 7 years to develop CALP but with appropriate support may make accelerated progress.
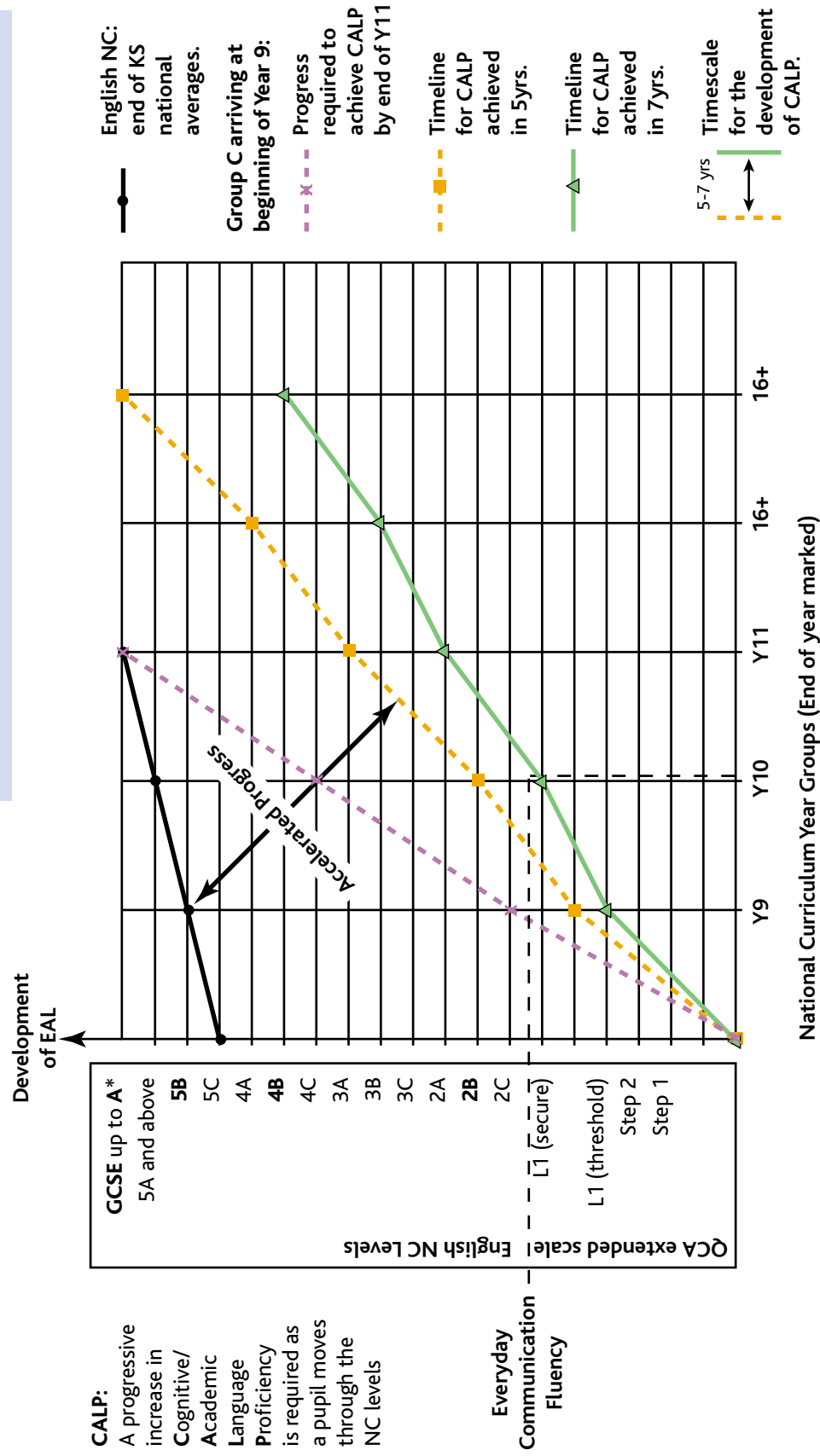
Legend:

- **English NC:** end of KS national averages.
- **Group C arriving at beginning of Year 9:** Progress required to achieve CALP by end of Y11
- Timeline for CALP achieved in 5yrs.
- Timeline for CALP achieved in 7yrs.
- 5-7 yrs — Timescale for the development of CALP.

CALP: A progressive increase in Cognitive/ Academic Language Proficiency is required as a pupil moves through the NC levels

Development of EAL

English NC Levels (QCA extended scale):
GCSE up to A*
5A and above
5B
5C
4A
4B
4C
3A
3B
3C
2A
2B
2C
L1 (secure) — Everyday Communication Fluency
L1 (threshold)
Step 2
Step 1

Accelerated Progress

National Curriculum Year Groups (End of year marked)
Y9   Y10   Y11   16+   16+

LANGUAGE NEEDS OR SPECIAL NEEDS? KEY QUESTIONS

Identifying factors affecting the achievement of pupils with EAL
(*Record answers in the Assessment Report*)

LANGUAGE PROFICIENCY

The pupil may be making little or no progress because his/her academic English is not adequate to meet the language demands of the curriculum.

Consider: How long has the pupil been learning English?

Less than 6 months
The 'silent period'

Some pupils need time (up to 6 months) before they feel confident enough to begin speaking in English. This 'silent period' is a normal part of the development of EAL and does not in the first instance indicate learning difficulties.

Less than 2 years
The early stages

Pupils, who are new to English, acquire everyday communication fluency within 2 years of arrival.

More than 2 years
More advanced learners of EAL

On average, it takes 5-7 years to develop the cognitive/academic language proficiency needed to cope with the language demands of the curriculum. The pupil needs continuing EAL support to further develop his/her academic language and literacy skills.

Other factors affecting English language development:

Does the pupil have a problem with vision, hearing, physical development and/or general health?

Does the pupil have a record of poor attendance and/or extended absences from school?

Is he/she receiving appropriate support to meet the needs of a pupil learning EAL?

If the pupil is no longer receiving EAL support, does it appear that it may have been withdrawn too soon?

Does the pupil have poorly developed speaking skills in his/her first language?

Has the pupil developed age-appropriate literacy skills in his/her first language?

Is the pupil demonstrating features of emotional and/or behavioural difficulties that interfere with his/her learning?

ACCESS TO THE CURRICULUM

The pupil may be making little or no progress because of factors related to accessing the curriculum that are creating barriers to learning:

Is the pupil receiving appropriate EAL support to enable him/her to access the curriculum?

LANGUAGE PROFICIENCY

ACCESS TO THE CURRICULUM

THE LEARNING ENVIRONMENT

SPECIAL EDUCATIONAL NEEDS

Continued overleaf

THE LEARNING ENVIRONMENT

The pupil may be making little or no progress because of environmental factors that are hindering learning:

Are the pupil's needs being met in a supportive learning environment, one which provides the necessary pre-requisites for an all-inclusive environment?

Is the pupil suffering from environmental stress caused by factors either inside or outside of school? For example:

● bullying or racist behaviour;

● culture shock, with regard to pupils newly/recently arrived from overseas;

● in the case of refugee and asylum seekers, stress or trauma related to experiences such as war, family separation, and/or bereavement;

● problems in the home, or family circumstances.

Is the pupil demonstrating features of emotional and/or behavioural difficulties that interfere with his/her learning, and may be related to one or more of the factors above?
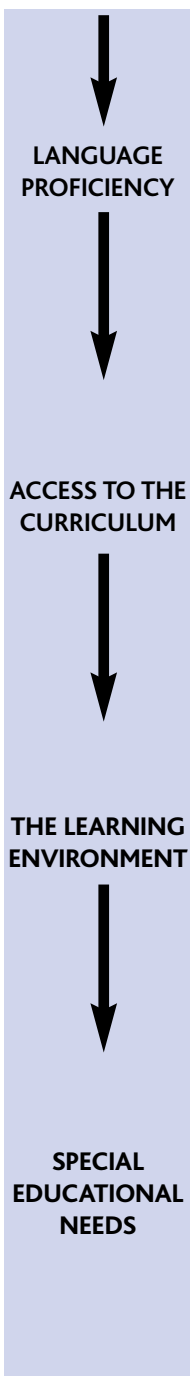
LANGUAGE PROFICIENCY

ACCESS TO THE CURRICULUM

THE LEARNING ENVIRONMENT

SPECIAL EDUCATIONAL NEEDS

SPECIAL EDUCATIONAL NEEDS

The pupil may be making little or no progress because he/she is experiencing a learning difficulty.

The following questions relate to the triggers for intervention through School Action in the SEN Code of Practice (2001: 6.51)

1. Does the pupil have communication and/or interaction difficulties, and continue to make little or no progress despite the provision of a differentiated curriculum **(Communication and interaction)**?

2a. Does the pupil make little or no progress even when teaching approaches are targeted particularly in his/her identified area of weakness **(Cognition and learning)**?

2b. Does the pupil show signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas **(Cognition and learning)**?

3. Does the pupil present persistent emotional and/or behavioural difficulties, which are not ameliorated by behaviour management techniques usually employed in the school **(Emotional, behavioural and social development)**?

4. Does the pupil have sensory or physical problems, and continue to make little or no progress despite the provision of specialist equipment **(Sensory and/or physical needs)**?

www.collaborativelearning.org Collaborative Learning Project

The Collaborative Learning Project is an independent, non-profitmaking educational trust. It develops and disseminates accessible teaching materials (in all subject areas and for all ages) that encourage collaborative group work across the curriculum and support inclusive education. The website provides: information on workshops; free downloadable teaching activities; a catalogue of collaborative activities available by mail; links to Ethnic Minority Achievement Teams in the UK that also have Collaborative Learning Materials online or for sale; links to organisations in the UK that promote collaborative learning to raise ethnic minority achievement and improve access to the curriculum for learners of English; plus international links that support the work of the project.

www.emaonline.org.uk Ethnic Minority Achievement Online

This resource base for teachers has been developed by Birmingham, Leeds and Manchester LEAs with funding from the DfES. The teaching and learning resources focus on children and young people with English as an additional language and those from minority ethnic backgrounds. It provides online access to EAL and bilingual teaching materials and resources.

www.inclusion.ngfl.gov.uk Inclusion web site

This is Becta's (British Educational Communications and Technology Agency) free catalogue of resources, e.g. publications, software, equipment and on-line information, available to support a range of specific needs, including EAL.

www.naldic.org.uk NALDIC

The National Association for Language Development in the Curriculum provides a professional forum for the teaching and learning of English as an additional language (EAL), raising the achievement of ethnic minority learners, supporting bilingualism, and the development and understanding of this field of education. This website provides information on NALDIC conferences and publications as well as teaching resources and links, including features on new resources contributing to the field of language development in the curriculum, articles from NALDIC News, classroom vignettes for EAL work within the school curriculum, plus a listing of websites and links contributing to the field of language development in the curriculum both in the UK and internationally.

www.nassea.org.uk NASSEA

The Northern Association of Support Services for Equality and Achievement acts as a forum for information sharing, mutual support and the discussion of issues related to meeting the needs of black and bilingual pupils. The site provides information about NASSEA conferences and seminars as well as resources that have been developed by NASSEA member LEAs, together with links to other sites.

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