

Call for Proposals: The Bell Foundation's Guidance and Suggested Processes for EAL and SEND

June 2022

Introduction

The Bell Foundation is a charitable foundation which aims to overcome exclusion through language education by working with partners on innovation, research, training, and practical interventions. Through generating and applying evidence, the Foundation aims to improve practice, policy and systems for children, young people, adults, and communities with English as an Additional Language (EAL) in the UK.

The Foundation is seeking to develop practical processes, guidance and resources for practitioners in mainstream schools in England who work directly with pupils using EAL – particularly, but not exclusively, those pupils who are new to English and at the early stages of language acquisition - who are not making expected progress in both their language and academic development, and who might have a special educational need and disability (SEND) which is impacting on their learning and development.

The Foundation is inviting proposals from individuals to develop this practical guidance and accompanying resources. Applicants should ideally have expertise in both the fields of EAL and SEND with substantive experience in inclusion in mainstream education settings in England (for example in schools and/or local authority teams).

Background

Around 1.4 million pupils in English schools have an identified special educational need (SEN). Research suggests that there are varying interpretations and practices across professionals, schools and local authorities in both SEN identification and provision.

There are more than 1.6 million pupils in state-funded primary and secondary schools in England who use EAL, a figure which has more than doubled over the last ten years. In 2022, 21.2% of primary pupils and 17.5% of secondary school pupils use EAL. Speaking English as an Additional Language (EAL) is not a special educational need (SEN), but learners using EAL may themselves have additional educational needs, just like learners who use English as their first language.

Specific learning needs can be difficult for school staff to identify if the learner and their parents are new to English. Staff who are responsible for admissions, and in particular, the initial placement of newly arrived pupils who use EAL, do not always have access to up-to-date and appropriate guidance or tools to support them in ascertaining whether these pupils have a potential special educational need or disability (SEND) in addition to their EAL status. Feedback data gathered by The Bell Foundation suggests that schools use a range of different tools. Some of these have been designed for first language English pupils who are fluent in English and are therefore not fit for purpose to be used with pupils who are new to English or at the early stages of language acquisition.

In addition, different education systems have different regulations and systems in place to identify if a pupil has a SEND. It also needs to be considered that in many countries, disabled children do not enjoy full rights to participation in education. Parents of children who have special educational needs may not disclose this during the admission process, either due to language or for other reasons.

Failing to identify a SEND as early as possible typically results in pupils not being offered the targeted support and arrangements that they need to make progress in their learning and to demonstrate that learning under the right assessment conditions. For example, research has found that the learners using EAL with a SEND in England are frequently being denied reader access arrangements. Similarly, incorrectly identifying an EAL learner as having a SEND may mean they are not offered a suitably challenging curriculum or given the opportunities needed to develop proficiency in English alongside curriculum learning.

This document includes specifications about:

1. The guidance and resources that The Bell Foundation is seeking to publish (so that those wishing to write a proposal have the information they need).
2. The proposal that potential developers of the guidance and resources should complete and submit to The Bell Foundation.

GUIDANCE AND RESOURCE SPECIFICATIONS

1. Aims of the guidance/resources:
 - To provide practical guidance and resources that will assist teachers, EAL coordinators and inclusion staff in their respective settings in observing and gathering information in order to make an informed judgement on:
 - Whether delays in pupils' expected progress and learning may stem from their current inability or limited ability to access the curriculum due to their newness to English, or;
 - Whether they might also be experiencing a specific learning difference or a special educational need in addition to their being new to English.
 - To signpost to relevant processes, timeframes and organisations that might be brought in to make an even better-informed judgement.
2. Target users of the guidance:
 - The intended users of the guidance will be practitioners in mainstream education, from EYFS to KS4, who work directly with pupils using EAL (classroom teachers, inclusion leads, EAL coordinators) in a teaching or support capacity, including those staff conducting initial EAL assessments.
3. Key features of the guidance:

Content

We are seeking proposals from applicants that set out what developers envisage the guidance should include.

At a minimum, the guidance document should:

1. Outline a possible process *exclusively* for pupils using EAL who may also have an SEND which is impacting on their learning and development (i.e. it should not consider first language English pupils).
2. Include a flowchart with suggested procedures enabling the users to progress through different stages of the process and ideally become increasingly clear as to whether the pupils need language support only or SEND support in addition to language support.
3. Include key information, practical suggestions and guidance that could help practitioners disambiguate the differences between EAL and SEND.
4. Include a glossary of key terms to ensure users understand any specialist language that is used.
5. Include prompts to conduct observations and gather information, as well as templates that could be used to record learnings, e.g. questionnaires for parents, forms to record information, etc.
6. Include practical suggestions for working with relevant colleagues in school – for instance, involving the SENDCo, or inclusion leads.
7. Include signposts to other relevant tools where appropriate - such as, relevant templates or assessments.
8. Include signposts to relevant organisations (such as, the local authority's Inclusion or EMTAS service, SEND specialist organisations).
9. Potentially include links to tools and resources that are free of charge or inexpensive to purchase, making it clear that this is not an endorsement of the product.
10. Be informed by a relevant body of evidence around EAL and SEND.
11. Be highly practical and easy for practitioners to use.
12. Where appropriate be differentiated by phase of education (EYFS/primary/secondary).

Please note that The Bell Foundation will co-write the introduction and background to the guidance, so it is essential that the developer is willing to integrate content produced by Foundation staff within the final document.

Format and style

The guidance document should:

- Be written in clear English, avoiding overlong and dense text, so that it is user friendly and easy to follow.
- Adhere to The Bell Foundation's house style and branding guidelines.
- Use visual support (e.g. flowcharts, infographics, etc.).
- Include tools in a format that can be easily downloaded and used by school staff all over the country.

Indicative timeline

Initial call with the Bell Foundation to clarify details of the project and process for submitting proposals	Week commencing 18 July
Submission of proposals to The Bell Foundation	Deadline 29 July
Review of proposals by The Bell Foundation	Week commencing 1 August
Follow up calls/informal interviews with prospective developers	Week commencing 25 July
Confirmation of successful applications by The Bell Foundation	Week commencing 8 August
Establish full development brief and signing of contract for services	Week commencing 15 August
Development of guidance (draft 1)	15 August-2 September
Review by The Bell Foundation	5-10 September
Review by external evaluator	12-16 September
Development of guidance (draft 2)	19-30 September
Review/sign off by The Bell Foundation	3-7 October
Launch of pilot phase	Week commencing 7 November 2022
Evaluation of pilot phase	June 2023
Revision and updates based on feedback	July-August 2023
Full launch and dissemination	September 2023

Cost: Developers should submit an indicative number of days required to write the guidance and include day rates.

Proposal submissions

The Bell Foundation is inviting individuals or small teams to submit proposals for developing the guidance.

PROPOSAL SPECIFICATIONS

The proposal

1. Should outline the proposed content, features, style and format of the guidance following the specifications stated above.
2. Should detail the developers relevant experience in the areas of EAL and SEND, and provide previous examples of work.
3. Should outline the number of days to develop the guidance and day rate costings.
4. Should not exceed a total of five pages.
5. Should be submitted electronically by 5 p.m. on 29 July 2022 to Rachel Scott, Policy and Programme Advisor rachel.scott@bell-foundation.org.uk.
6. Proposals submitted after the deadline will not be considered.

The process at a glance

- 1) Developers should email rachel.scott@bell-foundation.org.uk to express interest in submitting a proposal and to arrange an initial call with The Bell Foundation to clarify details of the project and the process for submitting proposals.



- 2) Proposals are submitted before or by the deadline of 29 July 2022 to rachel.scott@bell-foundation.org.uk.



- 3) A review panel will conduct an independent and blind assessment of each of the proposals according to a set of criteria.



- 4) Decisions will be communicated on 25 July 2022 after the review.



- 5) The chosen developer will draft the first version of the guidance.



- 6) The first draft will be reviewed by Foundation staff and by an external reviewer and will provide feedback to the developer.



- 7) The developer will edit the draft in accordance with the feedback from the reviewers.

Please note that The Bell Foundation will co-write the introduction and background to the guidance, so it is essential that the designer is willing to integrate content produced by Foundation staff within the final document.

Intellectual property and publication

All Intellectual Property Rights in the deliverables will belong to The Bell Foundation.