



Key assessment points



Key assessment points in school

Early years foundation stage

Assessment:

- EYFS profile

EAL considerations:

- Is the child a recent arrival in the country?
- What kind of previous school system have they been in?
- Are they learning literacy in their home language? Can they read and write? If so, at what level?
- Do the available play areas and resources reflect the child's culture and experiences?
- Does the provision delay the teaching of phonics to encourage play-based learning?
- Does the child have toys and experience of play at home?

SEND suggested actions:

- Make any necessary reasonable adjustments to any assessments and observations carried out
- Complete SEND initial concern referral; SENDCo review referral
- Complete or request completion of SEND indicator matrix
- Complete or request completion of ABC observation tool to screen for SEND
- Highlight developmental profile

Primary KS1 and KS2

Assessment:

- KS1 phonics screening check
- KS1 SATs
- KS2 SATs

EAL considerations:

- There are no adjustments for multilingual learners in the phonics screening check, and all children are expected to take the test. Test results should therefore take into consideration the need for learners using EAL to spend time listening and speaking in English to learn sounds and develop word recognition before they can make sense of phonics
- Consider whether there could be gaps in phonics and spelling knowledge due to entering school in the UK after Key Stage 1? (Some countries do not start teaching phonics in early primary years)
- KS2 SATs – schools do not have to enter children who are not working at the level of the SATs, or those who have recently arrived in the country and have not yet been assessed for their working level
- Is the child at the new-to-English or early acquisition stage?
- Has the child not been entered for tests as they arrived late in the school year?
- Is the test score low due to a gap in learning?
- Does the child have the knowledge of vocabulary and culture required to access the test?

SEND suggested actions:

- Where progress is not made or is very slow despite catch-up intervention and small-group work, use the SEND indicator matrices (see pages 119 and 123)
- EAL Co-ordinator and SENDCo work closely to correctly identify what are SEND versus language needs, and ensure learner is not added to the SEND register when in fact they need English-language support only
- If teaching staff observe the learner continuing to struggle with recalling phonological patterns, they should use the initial concerns form to refer for further assessment (see page 95)

Secondary KS3 and KS4

Assessment:

- Cognitive ability tests (CAT)

EAL considerations:

- Low verbal scores are usual for learners who are new to English and these tests are not helpful for learners at band A (new to English) and band B (early acquisition). Data projections should be treated with caution for learners using EAL, as the fact they are still learning vocabulary will skew results

SEND suggested actions:

- Consider why high non-verbal and low verbal scores may be achieved – this could indicate language needs and not SEND
- EAL Co-ordinator and SENDCo to collaborate and consider further screening using APDR meetings

Assessment:

- New Group Reading Tests or similar reading comprehension tests

EAL considerations:

- Is the learner at the new-to-English or early acquisition stage?
- Have there been any gaps in the learning at primary school?
- Can the learner spell, decode, and write well, but struggles with reading comprehension?
- Have reading interventions for learners with low reading-comprehension scores been considered?

SEND suggested actions:

- UK-born learners and those working at bands D or E (“competent” or “fluent”, respectively) who have reading ages well below their chronological age may need further assessment for reading, writing, spelling, and phonological decoding skills
- Request further information from parents/carers about reading abilities in their home language
- Assess reading interventions every six months to ensure there is time to make expected progress
- For further interventions following slower progress, continue to assess phonological, retrieval, vocabulary, and inference needs

Assessment:

- GCSEs

EAL considerations:

- Some learners using EAL will be entitled to use a home-language dictionary in certain GCSE exams. For information on access arrangements, visit <https://bit.ly/access-arrangements-exams>
- Some learners using EAL will be entitled to an extra 10% time for some exams (see next column for details)
- Some newly arrived learners using EAL can be excluded from some performance tables
- Learners using EAL can be entered for home-language GCSEs
- Ensure learners have access to a bilingual dictionary and know how to use it
- EAL Co-ordinators should ensure the exam team and SENDCo are aware of EAL needs and rights to dictionaries. Dictionary use should be part of the learner's normal way of working in class, so that they can successfully use them in exams where applicable
- Other access arrangements and adjustments that do not need formal assessments can be implemented by the EAL Co-ordinator and detailed on their language plans, such as:
 - Use of a word processor
 - Rest breaks
 - Prompter
 - Small room (in cases of anxiety and/or trauma)

SEND suggested actions:

- Tests for exam access begin in Year 9. Access arrangements that require adjustments allow a learner 10% extra time if they have been in the country for less than three years
 - Learners using EAL should access the universal offer. The SENDCo should assess learners with additional, medical needs/diagnoses and/or SEND, regardless of the time spent in England
 - Learners that have additional needs – such as medical diagnoses, multiple SEND, early trauma affecting SEMH, or a physical disability that may affect learning and cognition – should also be assessed for eligibility for further adjustments
 - Where a learner has been in the country more than three years and SEND concerns are raised, the SENDCo and a qualified assessor will complete an exam access administrative form and consider further assessments such as:
 - 25% or more extra time
 - A computer reader and/or reader pen
 - Use of a word processor
 - Rest breaks
 - Prompter
 - Where a learner has shown indications of trauma, special arrangements – for example, taking the exam in a smaller room – need to be put in place
 - The SENDCo should ensure that information regarding adaptations and adjustments is passed on during transition to the next academic stage
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