

EAL and SEND: A Framework for Integrated Provision in Schools

February 2024



About The Bell Foundation

The Bell Foundation is a charity which aims to overcome disadvantage 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 who use English as an Additional Language in the UK.

Contributors

The Bell Foundation would like to thank Anna Mason, EAL Coordinator Lawnswood School and Fiona Gallagher, Director of Inclusion/SENDCo for Leeds City Council for their work in writing this guidance.

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Foreword by Diana Sutton, Director of The Bell Foundation

As Director of The Bell Foundation and Chair of KIDS,¹I am delighted to launch this framework on EAL and SEND for integrated provision in schools.

There are around 1.4 million pupils in English schools who have an identified special educational need or disability (SEND) and many more children whose SEND will not have been identified.²

England has more than 1.7 million pupils in statefunded primary and secondary schools who speak English as an Additional Language (EAL). Speaking EAL is not a special educational need; a child may speak another language, or have an educational need, or both.

Support services for EAL learners and for those who have SEND have been significantly cut in recent years, leaving schools lacking resources to ensure integration and access to the curriculum, and to fulfil every child's right to education.

Specific learning needs can be difficult for school staff to identify if the child and/or their parents are new to English. Parents may not disclose the existence of SEND during the admission processeither due to language barriers or for other reasons. In many countries, disabled children do not enjoy full rights to participation in education, and this can influence parents' decision not to tell the school about any learning needs. Furthermore, admissions staff do not always have access to appropriate guidance or tools to support them in ascertaining whether a child has potential SEND in addition to their EAL status; sometimes this can lead to a

child's reluctance to speak due to acquiring English being mistaken for a language impairment.

Failure to identify SEND as early as possible may result in children not being offered the targeted support and arrangements they need to make progress in their learning – and to demonstrate that learning under the right assessment conditions.

Following requests from schools that we work with, the Foundation has developed practical processes, guidance, and resources for practitioners in schools in England who work directly with pupils who use EAL, who are not making the expected progress in both their language and academic development, and who may have SEND. This is particularly, but not exclusively, relevant for children who are new to English and at the early stages of language acquisition.

The guidance provides practical resources for teachers, EAL co-ordinators, and SEND/inclusion staff in their respective settings. It is designed to support them in observing and gathering information, in order to make an informed judgement about 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.

We hope that you find the guidance useful and we would welcome your feedback.

¹ KIDS is a charity that works with children and young people who have special educational needs and disabilities; young carers; and families.

² Includes state-funded primary and secondary schools, special schools, and alternative provision schools.

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Want to print or share any forms or resources?

Each is available on self-contained, printable pages in the <u>Appendix</u>, and can also be downloaded from: bell-foundation.org.uk/eal-send-guidance.



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List of abbreviations

Attention deficit hyperactivity disorder
Assess, plan, do, review
Child and Adolescent Mental Health Services
Cognitive ability tests
Continuing professional development
UK Department for Education
English as an Additional Language
Education, health, and care plan
Early years foundation stage
Individual education plan
Post-traumatic stress disorder

QA	Quality assurance
QFT	Quality first teaching
SALT	Speech and language team
SDQ	Strengths and difficulties questionnaire
SEMH	Social, emotional, and mental health
SENDCo	Special Educational Needs Co-ordinator
SEND	Special educational need or disability
SLCN	Speech, language, and communication need(s)
SLT	Senior leadership team
SpLD	Specific learning difficulty
TA	Teaching Assistant

Introduction

EAL and SEND: A Framework for Integrated Provision in Schools



Introduction

In England, more than 1.7 million learners in state-funded primary and secondary schools are recorded by the Department for Education (DfE) as being "exposed to a language at home that is known or believed to be other than English" – a figure that has increased steadily over the last decade. This statistic underlines the diverse linguistic profiles of many schools across the country and the need for the provision of language support to ensure that learners using English as an Additional Language (EAL) can access learning across the curriculum and succeed.

Learners using EAL are a diverse group who come from a range of social, economic, and geographical backgrounds. As a result, there are many factors that can impact on their progress in learning English, including but not limited to how much previous schooling they may have had, how old they were when they entered the schooling system in the UK, and how close the writing systems in the languages they use are to those in English. EAL support needs to be designed to take those factors into consideration.

As this guidance will explain and emphasise, learning EAL is not a special educational need. Depending on their level of proficiency in English, multilingual children who are

learning EAL may face a linguistic challenge and need targeted language support – both to help them learn English and to learn all their subjects in English. With that support in place, schools can lay the groundwork for academic success.

But, as in all learner populations, there are significant numbers of multilingual children who do have special educational needs or disabilities (SEND). The latest government statistics indicate that there are just under 230,000 children in schools in England who speak, or are thought to speak, a language other than English, and who also have SEND (UK Government Statistics Service, June 2023). For those children to thrive and reach their potential, it is vital to identify them as early as possible and to provide targeted and integrated support that addresses both their linguistic challenges and their special learning needs. This requires schools to have systems and provisions in place and EAL and SEND staff to work together on correctly identifying, assessing, referring, and supporting multilingual children and their families.

The SEND Code of Practice (Department for Education et al., 2015) is a statutory document that sets out the requirements



for schools to provide for children who have SEND. The Bell Foundation's research suggests, however, that there are varying interpretations among professionals, schools, and local authorities about how best to identify multilingual children who have SEND and how best to provide support.

Adding to this complexity, schools use a range of tools to assess whether a child learning EAL also has SEND and often rely on tools designed for fluent English speakers—tools that are not fit to provide accurate or reliable information about learners using EAL. Without appropriate resources and knowledge, schools run the risk of conflating language needs with SEND and misdiagnosing learners using EAL. For example, a learner who is in a silent period as they become accustomed to an English-speaking environment could be wrongly identified as having speech and language difficulties.

This guidance has been developed to support schools – from early years foundation stage (EYFS) to the end of secondary – with the early identification of multilingual EAL learners who have SEND, and with how best to assess and provide for them.

It is aimed at all school staff who are responsible for this provision, and offers tailored guidance for each role player:

- 1. For the senior leadership team (SLT), there is guidance on their role in creating a whole-school approach and tools for auditing what their school has in place and might need to introduce.
- 2. For EAL Co-ordinators, in addition to the above, there is guidance on their roles and responsibilities; how to collaborate with their school's inclusion staff on policy and provision; and how they can lead teachers working with EAL learners who have SEND.

3. For **SENDCos**, there is guidance on their roles and responsibilities; how they can lead inclusion staff; and how to collaborate with EAL staff on policy and provision.

We hope that the information, processes, tools, and support strategies offered in this guidance will enable schools to raise the profile of multilingual EAL learners who have SEND; and to create a whole-school response that ensures these learners receive the support that the SEND Code of Practice requires. If schools invest in staff, training, planning, and resources they will see returns on the progress every learner makes. With reliable assessment and the right support – and through working collaboratively across the school and with families – all learners can be given the best possible chance of reaching their potential.

A note on nomenclature: across this document, we use the term "EAL Coordinator" to signify the person in the school who is responsible for EAL learners. Many schools do not have a dedicated EAL department or a named EAL Coordinator - either because the number of learners using EAL does not warrant it; or there is no-one on the school staff with the necessary experience; or there is no available funding for the position. In those schools, responsibility for EAL learners may fall under the remit of the SENDCo or be allocated as a Teaching and Learning Responsibility to a teaching member of staff, a Higher-Level Teaching Assistant, or a Teaching Assistant (TA).

How this guidance is organised



How this guidance is organised





For:

- → Senior leaders
- → SFNDCo:
- → EAL Coordinators
- → Inclusion Leads





For:

- → SENDCos
- → EAL Coordinators
- → Inclusion staff
- → Teachers
- → Teaching Assistants

A whole-school approach to EAL and SEND provision

- 1. The first section of Part 1 provides insight for the SLT on the rationale and value of a whole-school approach to EAL and SEND provision. There is a tool that the SLT can use to audit the existing provision in their school and identify what could usefully be adapted to ensure effective provision.
- 2. The next section of Part 1 provides an audit tool for EAL Co-ordinators or those responsible for EAL provision to analyse how staff in this role undertake and coordinate provision for EAL learners who have SEND.
- In addition, Part 1 provides an audit tool that SENDCos can use to review their school's provision for EAL learners who have SEND.
- **4.** Finally, Part 1 provides an overview of the next steps the SLT can take, once they have completed these three audits and identified the areas they can adapt and strengthen in their provision.

The process of identifying and providing for EAL learners who have SEND

This section sets out information, outlines the process, and provides the necessary tools for all the role players involved in provision for EAL learners who have SEND.

The guidance is set out in a clear order, starting from the period around the child's admission, then proceeding through the stages of identification, information sharing, assessment, and referral, to arrive at the provision of ongoing support and monitoring.

For each stage, the guidance covers the following core information:

- Key actions;
- Who is required;
- Who needs to contribute;
- Who needs to know;
- Key outcomes.





Case studies

In this section, four case studies - one for each key stage-provide examples of how a particular school assessed and provided support for an EAL learner who was identified as having SEND.

Resources

Part 4 provides a list of organisations and resources in the fields of EAL, SEND, and refugee education.

In the final section of the guidance, we have put an extra copy of all the forms/tools provided throughout the document. Staff can refer to this section for easier access to the resource they need, and print or photocopy it for use in their setting.



Glossary

EAL and SEND: A Framework for Integrated Provision in Schools



Glossary

ABC observation

An observation tool that SEND and pastoral staff use to help identify SEND as they observe and gather information about a learner's difficulties. A = antecedent, which describes the context; for example, what was happening just before a positive or negative behaviour was observed. B = behaviour, which describes the specific actions observed. C = consequence, which is what happened because of the behaviour, or directly afterwards.

Access arrangements

Adjustments to support learners writing school tests and public examinations. The Equality Act, 2010, requires an awarding body to make adjustments where a disabled person is at a substantial disadvantage in undertaking the assessment. Examples of adjustments include extra time for completing a test, additional rest breaks, or use of a word processor https://bit.ly/access-arrangements-exams.

ADHD

Attention deficit hyperactivity disorder, a condition that affects people's behaviour. They can seem restless, struggle to concentrate, and may be impulsive. Symptoms can become more noticeable in a child who is experiencing change – for example, when they start school or move to a new school.

Areas of need

The four categories used to describe a learner's special education needs. They are: cognition and learning; communication and interaction; social, emotional, and mental health difficulties; and sensory and/or physical needs. See pages 32 to 33 for a detailed explanation.

Assess, plan, do, review (APDR)

A four-part process for providing SEND support. This process constitutes the **graduated response**, required by the SEND Code of Practice, 2015 (see definition below).

Attachment disorder

A result of abuse, neglect, or separation from parents in early childhood. The condition affects behaviour and emotional development, but can be addressed with the right support.

Colourful semantics	A teaching approach used to support children who have speech and language difficulties. Helps to strengthen their spoken and written language development in sentence construction, vocabulary, expression, and narration.
Dyscalculia	A difficulty in understanding numbers, which can lead to difficulties in studying mathematics. See also dyslexia , below.
Dyslexia	A learning difficulty that mainly, but not only, affects a person's reading and writing ability. It can also affect the ability to process and remember information. Many dyslexic people show strengths in reasoning and in visual and creative fields. For more information about this and dyscalculia , above, see the British Dyslexia Association https://bit.ly/about-dyslexia .
Dyspraxia	Also called developmental coordination disorder, this is a common disorder that affects fine and/or gross motor coordination and is considered a SpLD (specific learning difficulty).
EAL	English as an Additional Language. In England, learners who use EAL are defined as those who have been "exposed to a language at home that is known or believed to be other than English" (Department for Education, 2023). The term refers to a widely diverse group. See www.bell-foundation.org.uk/eal-diversity for more information.
EAL Co-ordinator/ Lead	The person responsible for the co-ordination of provision for learners using EAL, including continuing professional education (CPD) on EAL for staff. The position could also be held by the school's Inclusion Lead, or a Teaching Assistant (TA) with designated responsibility for EAL learners.
English proficiency bands	Five bands that constitute an English language proficiency scale for learners using EAL. The bands are: band A: new to English; band B: early acquisition; band C: developing competence; band D: competent; and band E: fluent. They are widely used in language assessment frameworks, such as The Bell Foundation's EAL Assessment Framework for Schools: www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/ .

EHCP	Education, health, and care plan. A statutory document written by the local authority that describes a child's special educational needs and the help and support they require.
EYFS profile	A statutory assessment that each school must carry out for each child in the final term of the year in which they reach age five. Each child's level of development is assessed against 17 early learning goals, across all seven areas of learning in the EYFS.
Fight, flight, or freeze	Automatic bodily reactions to stressful, frightening, or dangerous events.
Graduated response	A model of action and intervention to support learners who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be accessed to address difficulties that a child or young person may be experiencing. See the SEND Code of Practice, 2015 (https://bit.ly/send-code-practice).
Habilitation support	Assistance designed for learners who have a visual impairment.
Home language	A language acquired or used at home, also referred to as mother tongue, first language, or native language.
Inclusion Policy	A statutory document, available to the public via the school's website, that describes the school's provision and processes for ensuring equal access to education, including for learners using EAL. It also incorporates the school's SEND Policy and Race Equality Policy, which acknowledges that pupils have a right to learn in an equitable environment where all cultures, identities, and languages are recognised and valued.
Individual education plan (IEP)	A SEND record that forms part of the graduated response and details an individual learner's planned support and provision. The IEP is created in collaboration with the learner, family or carers, and school staff. It describes the outcomes or targets agreed with the learner and the resources, strategies, and support put in place at the school.

(K)EHCP	The code that SEND practitioners in schools use to indicate that a learner is receiving SEND support with an education, health, and care plan.
Language profile	A document for sharing with all staff who teach an EAL learner, containing information about the learner's knowledge/use of and proficiency in all their languages, including their home language(s) and English. See also pupil profile , below.
Late arrivals	Learners using EAL who enter the UK education system at an older age/later stage of schooling, e.g., in KS4 and close to GCSEs.
Linguistic repertoire	All the languages that a person knows and uses.
Local offer	Information from local authorities for parents, carers, and schools about SEND training, support, and agencies available within their area.
Multi-sensory impairment	A combination of visual and hearing difficulties.
New arrivals	Learners using EAL who have recently arrived in the UK and/or the UK education system.
Orthography	The conventional spelling system of a language.
Psychometric tests	Assessments used to measure cognitive ability, personality, and behaviour.
Post-traumatic stress disorder (PTSD)	An anxiety disorder caused by very stressful, frightening, or distressing events. Symptoms include difficulties sleeping and concentrating, and volatile behaviour including angry outbursts.
Pupil passport/ profile	A document containing detailed information about a new learner's background, personal details, and language, education, and health profiles.

Quality first teaching (QFT)

High-quality teaching, as required by the DfE, means teaching that is adaptive and personalised to meet the needs of individual learners. QFT requires the adaptation of lessons, resources, and teaching approaches to meet the needs of pupils who have SEND, and to ensure teaching and learning of a high standard for all.

Reasonable adjustments

Adaptations to teaching, learning, and school facilities/buildings to enable learners to fully access the environment and/or to support learners who require adjustments within lessons, interventions, or exams. These adaptations allow the school to meet the needs of all pupils and ensure that none are disadvantaged. Reasonable adjustments may be detailed in the Inclusion or SEND Policy; examples include the provision of specialist equipment (such as writing slopes, pen grips, writing frames, coloured overlays, assistive technology, etc.), sensory time-out sessions, extra time during assessments, smaller classrooms, a lesson time-out pass to support emotional regulation or physical needs, and physical adaptations, such as ramps. The SEND Code of Practice, 2015, offers further guidance and support.

SENDCo

The person responsible for co-ordinating provision for learners who have special needs or disabilities in schools. The post holder must also be a qualified teacher.

SEND Code of Practice

Statutory guidance published in 2015, applicable to education in England. It details duties, policies, and procedures relating to Part 3 of the Children and Families Act, 2014, and associated regulations, relating to children and young people who have special educational needs and/or disabilities. The document describes how local authorities, educational settings, and agencies – such as health and social care providers – should identify, assess, support, and provide for learners with SEND, and their families. See https://bit.ly/send-code-practice.

SEND indicators

Behaviour, difficulties, needs, and traits that suggest that a learner is struggling to access education and could require further support and adjustments. Examples include traits of dyslexia; dyscalculia; autism; ADHD; social, emotional, or mental health difficulties; and physical and/or sensory needs.

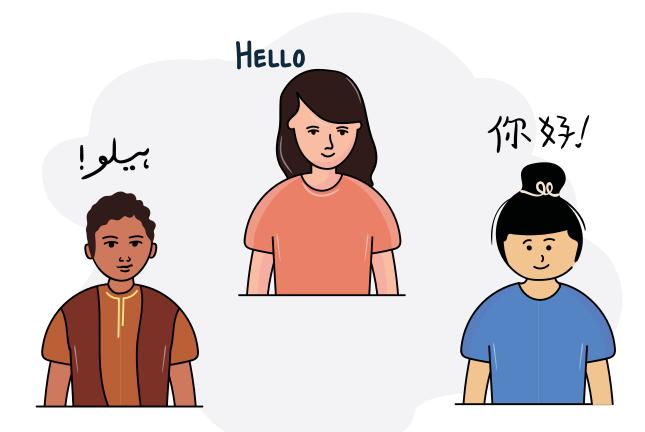
SEND register	A record of learners who have been identified as having SEND. They may also have an EHCP. Inclusion on the register indicates that a child is entitled to support that is additional to or different from that received by other children of the same age.
SEN/SEND	Special education needs/special education needs and disabilities. The SEND Code of Practice, 6.15 states, "A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."
Silent period	Newly arrived learners using EAL may be very quiet and reluctant to join in class activities at first. The silent period is a normal stage in additional language development and does not mean that the learner has a special need. The silent period can last from two to eight months or even longer.
Special educational provision	Measures, including support and training, which are additional to and different from what is provided and/or needed by learners of the same or similar age. It may include one-to-one support, different coloured overlays, larger fonts on worksheets, and/or assistive technology, among many other strategies and forms of technology.
Specific learning difficulties (SpLD)	An umbrella term for a group of learning difficulties that includes dyslexia, dyscalculia and dyspraxia. These difficulties can occur alone or together and can range from mild to severe.
Transition planning	The plans required to support a child to move between different educational stages; for example, from early years to Year 1, or from primary to secondary school. Planning is based on information gathering and is undertaken by a range of staff that could include the EAL Co-ordinator or TA, SENDCo, Assistant Head, pastoral and safeguarding teams, and teachers.
Unaccompanied minor	A child who has been separated from – and enters the country without – their parent or other legal guardian.

Waves of intervention

A three-tiered model that provides a framework for schools to design and implement language and SEND support. The three waves are:

- Wave 1: Universal offer. Schools provide support through the day-to-day delivery of QFT, whereby teachers consider the needs of all learners and adapt their approaches accordingly. This level of support can be achieved through differentiated work and by creating an inclusive environment.
- Wave 2: Targeted offer. Schools provide support through short-term interventions, as part of the graduated response for learners who have SEND. Interventions usually take the form of small-group or individual sessions within the school.
- Wave 3: Specialist support. Additional support is provided by an external SEND or EAL specialist, typically when a learner has not progressed well with current support. Support provided under this wave also forms part of the graduated response.

Glosary 1 2 3 4 A 29





A whole-school approach to EAL and SEND provision

EAL and SEND: A Framework for Integrated Provision in Schools



1 A whole-school approach to EAL and SEND provision

Rationale: The value of a whole-school approach

The SEND Code of Practice, 2015, states that all learners, regardless of needs, are entitled to "early identification and support", to remove barriers to learning and create an inclusive environment.

Children for whom one or more SEND have been identified are added to the SEND register. All SEND fall under one or more of the four categories/broad areas of need set out in the Code of Practice:

- Cognition and learning;
- Communication and interaction;
- Social, emotional, and mental health difficulties;
- Sensory and/or physical needs.

What does this mean for EAL learners who also have SEND? As noted in the introduction, schools face challenges in identifying SEND in EAL learners – both with the need to avoid misdiagnosing SEND in learners who are being held back by limited proficiency in English, and with establishing whether limited proficiency in English is actually masking SEND. A whole-school approach ensures that all needs are reliably and accurately identified, and that sustainable support strategies are put in place for both language and special needs. Specifically, a whole-school approach:

- Enables the early identification of EAL learners who also have SEND, thereby helping to remove barriers to learning.
- Promotes effective communication and teamwork between the EAL and SEND Coordinators to ensure a joined-up approach.
- Builds provision for targeted and specialist support.
- Ensures that learners and their families are involved in decision-making and that each child's voice is at the centre of support plans.
- Creates sustainable school-family partnerships.

The audit tools provided in this section will help schools and senior leadership to reflect on their existing provision, and identify where new policies, plans, systems, and staff professional development might be needed. The audits have been designed to help schools answer the following questions:

- **1.** What policies does the school have in place and how might these be revised and updated?
- **2.** What are the key roles and duties of the SLT in providing for EAL learners who have SEND?
- **3.** What are the key roles and duties of the EAL and SEND Co-ordinators and how can they best cooperate and communicate?
- **4.** How can schools ensure early and accurate identification of language and learning support needs?
- **5.** How can schools ensure early and accurate identification of SEND?
- **6.** How can existing plans and strategies be improved to ensure effective provision for children with both language and special educational needs?
- **7.** What information, professional development, and other support do all staff need when they are working with EAL learners who have SEND?

1.1 Conduct a whole-school audit

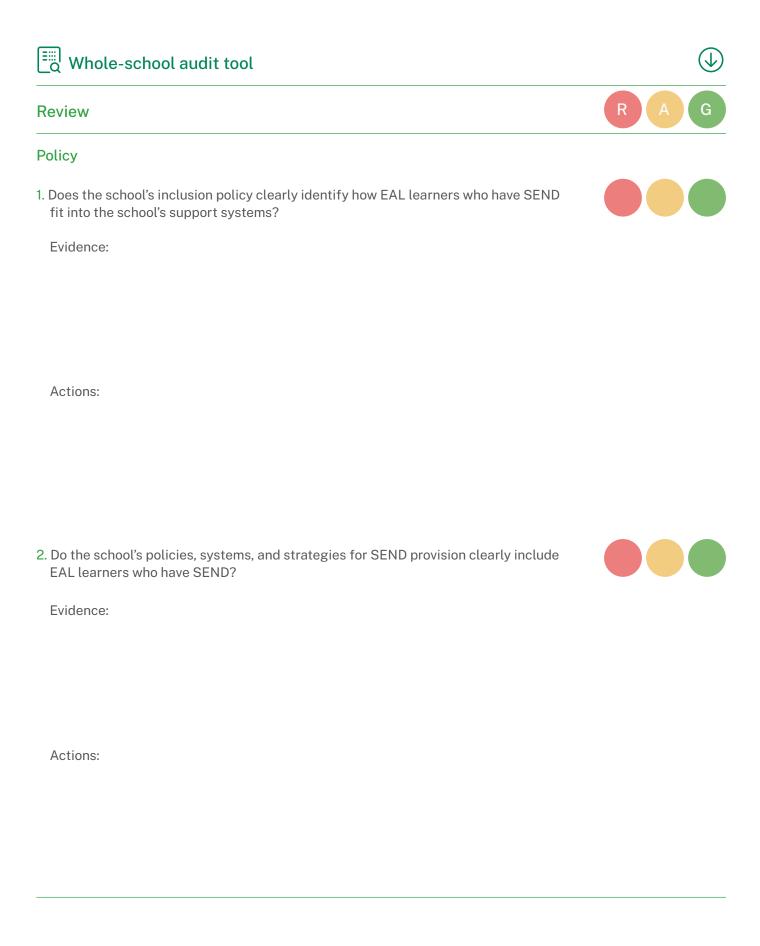
The following audit tool will guide your school's SLT, including the SEND and EAL Coordinators, in a review of your school's existing policies and plans. The tool is structured to help you focus on the following areas:

- Policies:
- Strategies, plans, and systems;
- Roles and responsibilities;
- Expertise and professional development;
- Resources:
- Learner outcomes.

You can use the audit results to revise and strengthen your systems and embed effective provision for EAL learners who have SEND.

Suggested procedure for senior leaders:

- 1. As you work through the questions and identify areas for review, you can identify and re-read possible sources of evidence (e.g., support documents) to help evaluate your school's performance.
- **2.** Once you have completed the red/amber/green analysis, you can identify priorities for action at a whole-school level.
- **3.** Once the EAL and SEND Co-ordinators have completed their audits (see pages 45 and 52 respectively), the SLT can develop strategies for a whole-school plan.



Strategies, plans, & systems

1. Does the school have an effective strategy and action plan for supporting EAL learners who have SEND?



Evidence:

Actions:

2. Does the school provide a framework for staff, including subject teachers and support staff, who work with EAL learners who have SEND?



Evidence:

Actions:

3. How are EAL learners who have SEND embedded into the school's graduated response to SEND?	
Evidence:	
Actions:	
4. How effective are the school's systems at early identification of EAL learners who have SEND?	
Evidence:	
Actions:	

5. How effective are interventions at Waves 2 and 3 of the school's graduated response at removing the barriers to learning that EAL learners who have SEND face?



Evidence:

Actions:

Roles: leadership

1. Is the SLT leading an inclusive agenda for EAL learners who have SEND?



Evidence:

2. Does the school have an EAL Governor?	
Evidence:	
Actions:	
Actions.	
3. Does the EAL Governor support the school's provision for EAL learners who have SEND?	
Evidence:	
Actions:	

4. Does the SEND Governor work closely with the SENDCo to address gaps in knowledge and support for EAL learners who have SEND, within SEND practice?



Evidence:

Actions:

5. Is there a member of the SLT who has responsibility for EAL and who also has SEND knowledge?



Evidence:

Roles: EAL & SEND co-ordinators

1. Are the EAL and SEND Co-ordinators (or those responsible for EAL in schools where there is no named co-ordinator role) aware of their roles and responsibilities and how those interact?



Evidence:

Actions:

Expertise & professional development

1. Is the SENDCo knowledgeable about and confident in leading on the initial concerns about EAL learners who have SEND?



Evidence:

2. Are support staff, teaching staff, inclusion leads, and the SENDCo knowledgeable about identifying EAL learners' needs?



Evidence:

Actions:

3. Are support staff, teaching staff, inclusion leads, and the EAL Co-ordinator knowledgeable about identifying SEND?



Evidence:

4. Does the school access and provide ongoing professional development for all relevant staff, to ensure they can identify and support EAL learners who have SEND?	
Evidence:	
Actions:	
Actions:	
Resources	
Are EAL learners who have SEND – together with their families and carers – able to	
access multilingual resources (e.g., books, dictionaries, and assistive technology), as well as appropriate guidance on their use?	
Evidence:	
Actions:	
Actions.	

Outcomes

1. Does the school's provision impact positively on EAL learners' attainment?

Evidence:

Actions:

2. Does the school's provision impact positively on the attainment of learners who have SEND?

Evidence:

1.2 Conduct an EAL audit

All schools that have multilingual learners who use EAL should have EAL provision in place. Schools need staff that are trained and able to adapt teaching for learners who need it, within mainstream classrooms. Ideally, that provision should be led by a designated EAL Co-ordinator. It is the responsibility of the EAL Co-ordinator, with support from the SLT, to ensure that the EAL pedagogy is characterised by these key features:

An ethos of welcome within the school, and the celebration of diversity among learners.

- The thorough assessment of each EAL learner to identify their English language proficiency level, devise a language support programme, and set targets to monitor progress.
- A culturally appropriate and decolonised curriculum.
- Teaching and support staff who are equipped with a range of strategies to support EAL learners, across all levels of English proficiency.
- Teaching and support staff who create opportunities for multilingual learners to draw on their full linguistic repertoire in their learning.
- School staff working in partnership with families and caregivers to support their children.
- Staff who engage in ongoing CPD to develop and extend their knowledge, understanding, and ability in EAL teaching and learning.
- Where appropriate, a school policy of entering EAL learners to write GCSEs in their preferred language.

EAL provision and support will be far more effective if someone at senior leadership level has an overview of and responsibility for its implementation, and when whole-school data systems are used to track EAL attainment and progress.

Suggested procedure for EAL Co-ordinators:

- 1. As you work through the questions and identify areas for review, you can identify and re-read possible sources of evidence (e.g., support documents) to help evaluate your school's performance.
- **2.** Once you have completed the red/amber/green analysis, you can identify priorities for action with the SENDCo and SLT.





Review







Policy

1. Does the school have a robust race equality, inclusion, and EAL language policy?



Evidence:

Actions:

2. Do inclusion policies include key information about identifying EAL and SEND and link to the school's SEND and inclusion policy?



Evidence:

Strategies, plans, & systems

1. Does the school have efficient and sensitive systems for collecting contextual data about newly arrived multilingual learners and for the early identification of those who have EAL learning needs and SEND?



Evidence:

Actions:

2. Does the school use a range of appropriate resources to gather information about new learners' EAL status and SEND; for example, distributing family background questionnaires, requesting information from previous schools, and capturing the pupil's voice?



Evidence:

3. Is whole-school assessment data analysed for early indicators that learners using EAL may have SEND?



Evidence:

Actions:

4. Do the individual language plans incorporate information about SEND and are pupil profiles regarding both EAL needs and SEND drawn up and shared with all their teachers?



Evidence:

Roles: EAL & SEND co-ordinators

1. Do the EAL and SEND Co-ordinators conduct observations in class to ensure that EAL learners who are struggling because of language difficulties have not been misdiagnosed as having SEND?



Evidence:

Actions:

2. Does the SENDCo undertake quality assurance (QA) measures, by observing EAL learners in class to ensure that language barriers are being removed in the delivery of quality first teaching (QFT)?



Evidence:

3. Is the EAL Co-ordinator able to identify SEND-related difficulties for learners using EAL?



Evidence:

Actions:

4. Do the EAL and SEND Co-ordinators meet regularly to consider assessments and needs for EAL learners who have SEND?



Evidence:

Expertise & Professional development

1. Does the EAL Co-ordinator, in collaboration with the SENDCo and SLT, facilitate CPD for all frontline staff to develop their understanding and ability to assess, support, and adapt teaching for EAL learners who have SEND?	
Evidence:	
Actions:	

3

1.3 Conduct a SEND audit

As this guidance makes clear, being new to English or at the early stages of English language acquisition should not be equated with special needs or disabilities. However, when a learner using EAL is not making progress in line with agreed targets, and despite receiving adequate support, early intervention is essential to identify whether that learner has SEND.

It is the responsibility of the SENDCo, working in close collaboration with the SLT and the EAL Co-ordinator, to oversee inclusion, strategic coordination, and assessment for all learners with special educational needs. The SEND and EAL Co-ordinators should ensure that the school's development plan and implementation prioritise the early identification of EAL learners who have SEND.

The following audit tool, together with the other tools and guidance in this document, will help SENDCos to:

- Create an ethos where provision for EAL learners who have SEND is firmly on the agenda.
- Work with the SLT and EAL Co-ordinator to develop and implement a strategic vision to remove barriers.
- Develop or enhance the SEND Action Plan to implement and sustain provision.
- Embed an EAL focus within the school's SEND and Inclusion Policy; in the whole-school graduated response to SEND; and in the whole-school provision map.
- Embed robust systems that lead to early identification of SEND for learners using EAL.
- Make sure that the voice, wishes, and views of each child and their family are at the centre of inclusion plans and that stigma and language barriers are removed.
- Collaborate with the EAL Co-ordinator and team to provide or arrange ongoing
 professional development for all staff (including governors, the SLT, and pastoral and
 teaching staff), so that they all understand the importance of early identification of
 SEND and the specific needs of EAL learners who have SEND.
- Collaborate with the EAL Co-ordinator and team to provide a range of appropriate and reliable tools for assessing special needs, including, but not limited to, those related to language.
- Prioritise the emotional wellbeing of EAL learners who have SEND.
- Build and strengthen the school's systems to effectively monitor and track provision for EAL learners who have SEND.

Suggested procedure for SENDCos:

- 1. As you work through the questions and identify areas for review, you can identify and re-read possible sources of evidence (e.g., support documents) to help evaluate your school's performance.
- **2.** Once you have completed the red/amber/green analysis you can identify priorities for action with the EAL Co-ordinator and SLT.



2. Does the school's graduated response and SEND provision map include EAL considerations?



Evidence:

Actions:

3. Does the school have robust systems in place for early identification of EAL learners who have SEND?



Evidence:

4. Does the school provide assessments that identify SEND and do not conflate these with language needs?	
Evidence:	
Actions:	
5. How effective are school-wide communication systems (SEND and pastoral support systems that communicate concerns and/or needs) at removing any language barriers to identifying EAL learners who have SEND?	
Evidence:	
Actions:	

6. Do the views of learners and their families form a central part of the school's planning and provision?



Evidence:

Actions:

7. How effective are the school's systems for communicating with families, carers, and EAL learners at removing language barriers to identifying possible SEND?



Evidence:

8. Do the school's SEND, pastoral, and wellbeing systems ensure that the emotional wellbeing needs of EAL learners who have SEND are met within the universal offer?	
Evidence:	
Actions:	
9. Are there efficient systems in place to effectively monitor and track provision for and progress of EAL learners who have SEND?	
Evidence:	
Evidence:	
Evidence:	
Evidence: Actions:	

Roles: EAL & SEND co-ordinators

1. Do the EAL and SEND Co-ordinators meet regularly to discuss initial concerns and support for EAL learners who have SEND?



Evidence:

Actions:

Beyond school

1. Are referrals for EAL learners who have SEND prioritised, and do they sit within the local offer with a range of agencies, such as speech and language teams or educational psychologists? Do referrals communicate the need to remove language barriers?



Evidence:

2. Does the school raise the profile of EAL learners who have SEND – at both agency and authority levels – when supporting families with applications for an EHCP and when making assessments for inclusion funding?	
Evidence:	
Actions:	
3. Are there opportunities for collaboration with local schools and other settings to reflect on and share best practice?	
Evidence:	
Actions:	

Professional development

1. How effective is SEND-related CPD for all staff in the improvement of quality provision and support for all learners? For example, professional development to help staff identify SEND indicators, understand language barriers that EAL learners may face, etc.)



Evidence:

1.4 Next steps

After the whole-school, EAL, and SEND audits have been completed and the areas that need attention within the overall school provision identified, staff can work through the following framework to create an action plan that delegates roles, responsibilities, and actions to the right people. The SENDCo can lead on this process, working closely with the SLT, the SEND Governor, and the EAL Co-ordinator, to ensure that provision for EAL learners who have SEND is firmly on the school's agenda, and to build the profile of those needs.



Post-audit action plan



	Actions	Who	Outcomes
Roles and responsibili- ties	 Analyse the needs identified by your audits. Assess delegated roles and clarify responsibilities. If possible, appoint staff to key roles where there are gaps. 	SLT SEND Governor SENDCo EAL Co-ordinator	Role players have clearly designated roles and responsibilities

Analysis and review:

- Identification 1. Update the language policy to include SEND considerations.
 - 2. Update and review the school's SEND Inclusion Policy and school SEND report to ensure procedures and systems are in place.
 - 3. Audit staff skills and arrange professional development sessions for all relevant staff, to strengthen their knowledge on the indicators that EAL learners present when they have SEND.

SLT

SEND Governor

SENDCo

EAL Co-ordinator

Early identification leads to early support for EAL learners who have SEND, which in turn leads to better learning outcomes

SENDCo confidently leads on early identification

Systems fully operational to ensure early identification

Analysis and review:

Referrals

- 1. Create a flow chart setting out the referral process for SEND identifiers in EAL learners.
- 2. Arrange professional development sessions for showing staff how to use referral indicators.
- 3. Ensure staff are able to access online referral forms.

SLT

SENDCo

EAL Co-ordinator

SENDCo admin

Staff know when to refer and who to contact

Staff confidently use the referral forms and make referrals in line with expectations

Analysis and review:

Professional development

- 1. Create a calendar of CPD sessions.
- 2. Develop focused QA observation with curriculum and pastoral leads.
- 3. Continue to arrange professional development for TAs and fill gaps in knowledge and understanding.

SENDCo

EAL Co-ordinator

SLT

Curriculum leads

Pastoral leads

Staff can discriminate between EAL needs and SEND

SEND team confidently use indicators of the presence of SEND in EAL learners

Ongoing CPD supports the identification of SEND at wholeschool level

TA deployment creates effective support for EAL learners who have **SEND**

Analysis and review:

Provision

- 1. Strengthen EAL assessment to ensure accurate identification of language support needs.
- 2. Evaluate and amend the SEND provision map to include provision for EAL learners who have SEND.
- 3. Develop provision under the four broad areas of need.
- Develop regular strategy meetings for the EAL Co-ordinator and SENDCo.
- 5. Develop family partnerships to remove the stigma of SEND.
- 6. Arrange professional development for all relevant staff.

SENDCo

EAL Co-ordinator

Curriculum leads

Teaching staff

Families and carers

EAL Co-ordinator leads on provision of language support

SENDCo confidently leads on provision for EAL learners who have SEND

Learners access the SEND provision through a graduated response model

Staff adapt teaching and remove barriers to learning

Analysis and review:

2

3

4

Α

Health provision

- 1. Review, develop, and update the school's provision map.
- 2. Develop social, emotional, and mental health (SEMH) Waves 2 and 3 support.
- 3. Develop a trauma-informed response to supporting learners.

SENDCo

EAL Co-ordinator

Pastoral and wellbeing staff

Provision supports learners' social, emotional, and mental health

Analysis and review:

Data tracking

- 1. Create a tracking system to record data on the progress of EAL learners who have SEND.
- 2. Share data with appropriate staff, including teachers.
- 3. Use collected and shared data to set appropriately challenging targets and monitor progress.

SENDCo

EAL Co-ordinator

EAL learners who have SEND achieve, or exceed, set targets at KS4

Analysis and review:

External support

- 1. Work with a range of agencies to develop targeted and specialist support and interventions.
- 2. Use a range of screening tools to assess needs.
- Develop a range of assessments and screening tools – for example, dyslexia and autism screening – and create provision to close any gaps.

Educational psychology lead SENDCo

EAL Co-ordinator All staff EAL learners who have SEND access support from a range of outside agencies

External support contributes to the removal of barriers to learning and achievement

Analysis and review:

The next part of the guidance presents a framework for building provision for EAL learners who have SEND, setting out the necessary stages of work sequentially. The framework provides the relevant details for each role player as they collaborate, cooperate, and share expertise and information to strengthen the whole-school provision.

Want to print or share any forms or resources?

Each is available on self-contained, printable pages in the <u>Appendix</u>, and can also be downloaded from: bell-foundation.org.uk/eal-send-guidance.



Where you see this icon on each form, you can also click to go straight to the download page.

A whole-school approach to EAL and SEND provision





The process of identifying and providing for EAL learners who have SEND

EAL and SEND: A Framework for Integrated Provision in Schools



www.bell-foundation.org.uk

The process of identifying and providing for EAL learners who have SEND

This section of the guidance sets out, in sequential order, the four main stages involved with identifying and providing for EAL learners who have SEND. These are:

- 1. Admission and language assessments;
- 2. Referral;
- 3. Further information gathering;
- 4. Initiating and embedding a graduated response.

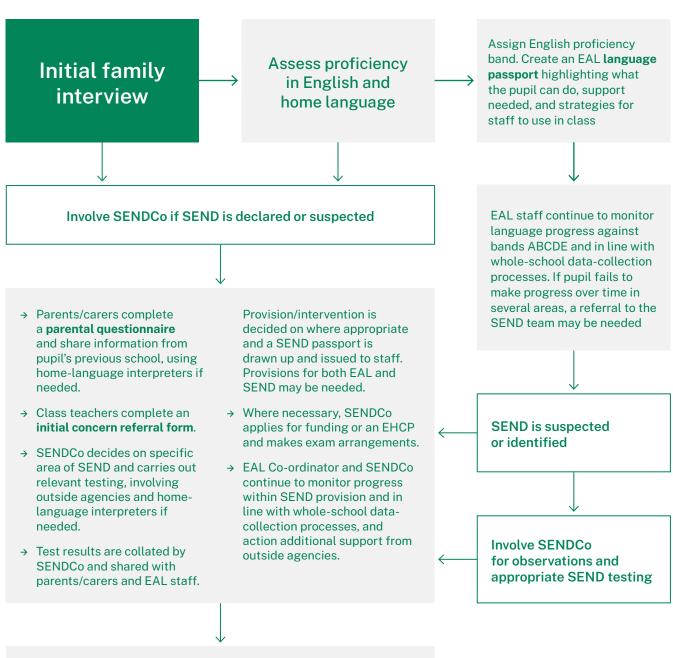
After covering these four sequential stages, the guidance then provides an extra section focussing on the process schools should follow when EAL learners who have SEND transition between educational settings; for example, from EYFS to primary school, from primary to secondary school, and from secondary to post-16 education.

For each of the four stages, plus the transition process, the guidance will explain:

- What actions need to be taken;
- Which staff should be directly involved;
- Which staff and external stakeholders play a role;
- Who needs to be informed;
- What outcomes can be achieved.

The following flow chart (Figure 1) starts this section with an overview of the process, before we proceed to look at each stage in detail.

탐 Figure 1. Identifying and providing for EAL learners who have SEND: Process overview



Consider potential areas that may require further testing or additional support:

- → Cognition and learning;
- Communication and interaction difficulties, such as autism and speech and language;
- → Social, emotional, and mental health difficulties;
- → Physical and/or sensory needs.

2.1 Admission and language assessments



Table 2.1 Admission and language assessments



Actions	Who is directly involved?	Who contributes?	Who needs to know?	Inclusion outcomes
Conduct an initial interview with the family	Primary: Headteacher	Interpreters where needed	Safeguarding lead	Either:
	Secondary: Head Social workers of Year or Year for looked-after Manager children		No concerns raised at this stage	
				Or:
	EAL Co-ordinator Data Manager to input information		Initial EAL-related concerns raised	
		mpat imormation		Initial SEND-related concerns raised
				Pastoral concerns raised (e.g., wellbeing, safeguarding, medical, looked-after child, free school meals)
Complete an EAL assessment and assign a band	EAL Co-ordinator or trained TA	Class and subject teachers	All staff who teach and support the learner	EAL support plan created
Create an EAL profile and circulate to staff	EAL Co-ordinator or trained TA	Class and subject teachers	All staff who teach and support the learner	Teaching staff provide inclusive support
			Safeguarding lead where relevant	
			SENDCo where concerns or information relate to SEND	

Before a learner who uses EAL is admitted to school, the EAL Co-ordinator will oversee a process that involves the child, their family or carers, and the EAL team. This process sets in motion the creation of a pupil profile, including a language profile; an assessment of the child's English- and home-language proficiency; and the creation of a support strategy for teaching staff to support the child with learning English and learning in English.

If the child also has SEND, this may be identified by the school either before or during admission interviews – either because the family informs the school directly, or the EAL Coordinator suspects the presence of SEND when they meet the child. In such cases, the EAL

Co-ordinator will work directly with the SENDCo to ensure that any SEND are identified/confirmed promptly and a plan for SEND support is created alongside the EAL plan.

In these early stages of meeting a new pupil, it is important to recognise that learners who are new to English can take more than six years to become competent and fluent in English academic language, and thereby to access the curriculum fully. This is why the pupil profile and English proficiency level should be established at the outset—so that any SEND concerns can be contextualised within the child's current level of proficiency in English and their language needs. Because learners who use EAL constitute such a heterogeneous group—with different backgrounds, experiences, and linguistic repertoires—compiling a thorough pupil profile is essential to help tailor support to meet individual needs. Pupil profile templates and guidance on what information to collect for the profile are available here www.bell-foundation.org.uk/learner-profile.

The information gathered in this initial process can prove vital for identifying any cognitive and learning; communication and interaction; social, emotional, and mental health; and physical and/or sensory needs. For example, the learner's experiences prior to their admission—such as their displacement from home as a result of war—may indicate a need for mental health care and pastoral support. During the information gathering stage, it is vital that families who need it have access to interpreters who can help them understand the assessment and referral process.

Schools that do not have a designated EAL Co-ordinator can allocate a TA to lead on the admissions and language assessment process and to work under the direction of the SENDCo when a SEND concern is raised.

It is important to bear in mind that older learners may have had no or very disrupted formal schooling prior to their arrival. This could be because of low enrolment rates in schools in their home country, or because of displacement resulting from conflict. Even after refugees have fled their home, they could spend years in refugee camps where education provision, if it exists at all, is sporadic and disrupted. Where children have had limited opportunities to learn school literacy in their home language, the absence of this important foundation can hinder their progress in acquiring school literacy in English.

There are several additional factors that can hinder progress in achieving learning outcomes, and it is important to remember that these do not necessarily suggest the presence of SEND. Poverty, for example, can affect access to education if families can't provide suitable spaces for learning at home, or access to computers and the internet. Families may also be unable to afford the cost of transport to school every day, or to provide good nutrition, or the equipment required for extracurricular activities. In other cases, parents and carers may be unable to support their children's learning – not because they are reluctant to or don't value education, but because of challenges they face with their own language and literacy; their unfamiliarity with the English education system; having to look after other children; or struggling to cope with the effects of their own trauma and dislocation.

These important contextual factors affecting progress at school for multilingual children should all be taken into account when assessing new arrivals and considering whether SEND may be present. This complexity also highlights the need for clear systems for information gathering and sharing at the admissions stage.

2.1.1 The initial interview

Staff conducting interviews should be aware that in many countries SEND are thought of and treated very differently to how they are in England. In some countries, religious and cultural beliefs mean that SEND are seen as a punishment or something shameful, and there can be stigma attached to people who have special needs. Consequently, families may be reluctant to disclose information about their child's needs. It is key to make it clear to families from the start of the interview that their child will have a place in the school, and that they need to provide as much information as possible about their child's background and education so that the school can provide the child with the best support.

The following sheet, translated where necessary, provides information for families the types of SEND and the support that schools can provide.



SEND guidance for families



Special educational needs and disabilities (SEND) guidance for families of learners using English as an Additional Language (EAL)

The English education system recognises and supports learners who have SEND. Using English as an Additional Language is not a SEND, but it can make it difficult to know whether your child has other learning needs. Our school supports your child's English language development. If your child has SEND as well, our school will support that too.

There is a SEND Co-ordinator at our school who will help you:

Name:

Contact details:

They can provide you with information on what our school offers and how we support children who have SEND. In England, SEND are divided into four categories:

FOUR SEND CATEGORIES

- 1. Communication and interaction
- When children have speech, language, and/or communication difficulties, they may need specialist support to help them to understand language, make and keep friends, and take turns in games. Neurodivergent children, including autistic children, fall into this category.
- 2. Cognition and learning

Children whose needs fall into this category learn at a slower pace than others of their age and have problems with understanding, organisation, and/or memory. They may find it difficult to remember days of the week or months of the year in order. They may find it difficult to learn their times tables or maths formulas, and may also have difficulties with reading, spelling, and/or writing.

3. Social, emotional, and mental health difficulties

Children whose needs fall into this category have difficulty managing their emotions, which affects their relationships with others. They may struggle with their mood and may not feel good about themselves, which may mean they find it hard to sleep, eat, and join in activities with family and friends. They may not enjoy being around others or they may behave in a way that affects their and others' wellbeing.

4. Physical and/or sensory needs

Children whose needs fall into this category may have difficulties with physical movement or coordination, for example when tying their shoelaces or using a knife and fork. They may have difficulties seeing, which glasses cannot correct. If they have hearing difficulties, they may need hearing aids or implants. All of these needs will require ongoing specialist support.

When interviewing families, keep in mind the following considerations to help gather the most accurate and helpful information:

- The initial family interview should ideally be conducted prior to admission.
- Staff conducting the interview should establish, as far as possible, the new arrival's detailed educational and personal background/history. This is the first opportunity for staff to observe behaviour, record information, and gather assessment results. These observations and information will guide staff on whether further SEND assessments are needed.
- Health checks and assessments for hearing and sight, although standard in England, are not universal; staff may therefore encounter EAL learners who have undiagnosed SEND needs. Families may not know their child has a need; they may not know the terminology needed to accurately convey their child's needs in English; or they may not know that schools in England will recognise their child's need and provide support to remove learning barriers.
- Some learners may arrive with an education plan, school report, or ECHP equivalent from their own country that will show the presence of SEND and indicate what support they have received. However, in most cases this information is more likely to be obtained from the family through sensitive and open questioning.

The following form has been designed for the initial interview with the new arrival and their family, to help staff identify key information and start building a pupil profile.



New EAL learner: Information-gathering form



EAL initial new arrival information-gathering form

Date of interview: / /		
Personal details		
Pupil's full name:		
Home address:		
Parent/carer contact details:		
Phone:	Email:	

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Date of birth:	/ /	Age:	
Years:	Months:	Gender:	
Religion:		Ethnicity:	
Hobbies and interest	S:		
Background			
Country of origin:			
Other countries the c	child has spent time in, e	n-route to England:	
Transfer from other l	JK school or new arrival	from country outside UK?	
Date of arrival in Eng	land: / /		
Background informa	tion about the family and	d their situation:	
Language profile			
Languages the famil	y uses at home:		
Languages the learn	er uses for reading and v	writing:	

Education profile		
Previous schooling level:		
Strengths and difficulties at previous schol:		
Any previous support received:		
Subjects previously studied:		
Health profile		
Any previous or existing medical or SEMH need:		
GP name and contact details:		
School start date: / /	Year group:	

2.1.2 The English proficiency assessment

Once the learner has been admitted and given a good amount of time to settle into their new environment, the EAL Co-ordinator, or other trained EAL staff, will administer English proficiency assessments. It is best to wait a minimum of three weeks after admission before conducting this assessment, to ensure that anxiety caused by the challenges of being in a new environment does not affect the results. Assessments should be carried out in a relaxed and informal way, with the child's wellbeing at the forefront.

It is advisable to use EAL assessment descriptors to identify the learner's baseline level of proficiency in English – such as The Bell Foundation's EAL Assessment Framework for Schools (www.bell-foundation.org.uk/eal-assessment-framework) – and to assign individual proficiency bands for listening, speaking, reading and viewing, and writing. Based on that information, the EAL team can work with class and subject teachers to create a language plan that sets targets for new English language learning and for learning in English across the curriculum, and to build support strategies to help learners achieve those targets and progress.

2.1.3 The home-or preferred-language assessment

Learners using EAL may use more than one language at home and may have used other languages in previous schooling. It is helpful for EAL practitioners to assess and gain an understanding of a learner's oracy and literacy development in their home or preferred language; this can also sometimes signal the presence of SEND. Additional guidance on conducting assessments in the languages that a learner uses can be found on The Bell Foundation website

(www.bell-foundation.org.uk/home-language-assessment).

EAL practitioners can use interpreters to conduct reading and writing assessments in the learner's home language (assuming they have had some prior literacy teaching in their home language) or in the language they have received prior instruction in. A written piece can give some indication of whether a learner is working at age-related expectations and a reading activity, with comprehension questions, could possibly help to indicate any underlying SEND with cognition and learning. Speech and language assessments can be carried out in the learner's home or preferred language and then compared with assessments in English, to establish whether challenges are language-or SEND-related.

2.1.4 Working with families and carers

Once information has been gathered from families, including from the initial interview, ongoing engagement is vital so that parents and carers can support their children's education. Steps that schools can take to facilitate parental involvement include:

- Putting procedures in place, including using translation and interpreters, to eliminate language and cultural barriers and ensure families understand their role and the ways in which they can support their child.
- Increasing awareness of any differences in expectations around parental involvement at school in England, compared to those in families' country of origin or previous residence, and explaining to families what is expected of them regarding home learning and behaviour.
- Showing families how they can access information online, using websites or apps.
- Offering language support, such as interpreters, at meetings and parent evenings, and providing translated materials on the school's website and in correspondence, including video and audio versions.
- Involving families in school life through coffee mornings, volunteer parent groups, and work in school, to build good relationships, break down cultural barriers, and help families understand the school's systems and processes.

The next section sets out the details of the referral process and provides guidance for EAL staff on the indications that can alert them to the presence of SEND, what they should do next, and how they can go about working with families to gather additional information.

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Where you see this icon on each form, you can also click to go straight to the download page.

2.2 Referral



Table 2.2 Referral



Actions	Who is directly involved?	Who contributes?	Who needs to know?	Inclusion outcomes
Review provision to ensure language and cultural barriers are removed	EAL staff Class and subject teachers	Curriculum lead	SENDCo	Language and cultural barriers are removed and SEND become apparent
Complete staff observation sheet	EAL Co-ordinator Class teacher	SENDCo	Other teachers and TAs who work with the learners	Initial SEND concerns are observed within the classroom context
				Relevant staff are made aware of any initial concerns
Gather information from the family	EAL Co-ordinator or trained TA	Interpreters where needed	SENDCo where concerns or	Initial SEND-related concerns are flagged
			information relate to SEND	Pastoral staff are informed of concerns
			Safeguarding staff where relevant	(e.g., wellbeing, safeguarding, medical, looked-after child)
Complete a referral form	Class teacher Subject teacher TA	EAL Co-ordinator	SENDCo	SENDCo and EAL Co- ordinator collaborate on identification of SEND
Support staff to recognise the effects of trauma	EAL Co-ordinator Inclusion staff	Senior leaders SENDCo	All teaching staff and TAs	Staff can recognise behaviours that signal trauma
and embed appropriate support	External trainers			Staff are equipped to provide appropriate support
Hold regular	EAL Co-ordinator	TA tasked with EAL	SLT	EAL learners who
meetings	SENDCo	support		have SEND are firmly on the school's agenda
				SEND are identified early and support arranged

2.2.1 The initial weeks after admission

In the initial weeks after admission, there may be signs that a new learner who uses EAL may also have SEND. Indications of SEND at this stage may include:

- Communication needs identified during the EAL assessment.
- A lack of progress towards targets, despite the implementation of EAL interventions and support plans.
- Difficulties observed by teaching staff in class.

The following questions have been designed for staff – including EAL staff, class and subject teachers, and SENDCos – to reflect on as they consider whether a learner using EAL needs more language support, or may also have SEND.

- Do the EAL plan and related support strategies include multiple opportunities for the learner to draw on the language(s) they know for their learning?
- Is the language and content presented to the learner in lessons familiar and accessible to them?
- Does the learner have opportunities to respond using gestures and actions?
- Does the learner have opportunities to engage with material that is culturally familiar, so they can participate in the lesson?
- Are the teaching staff sensitive to the impact of a new learning culture on new learners; for example, those who are not used to expressing their opinion, sitting still for long periods, or writing formally in exercise books and on lined paper?
- Are learners whose home language script is written from right to left (e.g., Arabic, Persian, Pashto, Kashmiri, Sindhi, Urdu, Hebrew, etc.) given sufficient support to learn the English script?
- Are learners whose home or preferred language orthography is different to the English alphabet given sufficient support to learn and use the English alphabet (e.g., the languages listed above, as well as Cantonese, Tigrinya, Malay, etc.)?
- Have teachers in the higher years created support plans for late arrivals who haven't developed school literacy practices in their home language?
- Are new learners who use EAL given multiple opportunities each day to listen to, read, speak, and write in English?
- Does the information gathered in the pupil profile suggest any prior experiences that may impact on learning progress; for example, the impact of trauma linked to dislocation?

If staff are confident that they have a strong awareness of the potential language and cultural barriers learners using EAL may face—and that they have implemented strategies to remove those barriers—yet the learner is not making the expected progress, this may indicate the need for a SEND referral. Other signs of SEND that staff should look out for at this stage include:

- The learner struggling to follow instructions, despite actions and explanations in a language they know.
- The learner not speaking, despite being assessed as competent at listening, reading, and writing in English.
- The learner displaying speech and language difficulties in all the languages they use.
- The learner writing below age-related expectations in the language they know; spelling, grammar, and punctuation errors evident and meanings unclear.

If they have not already done so, at this point teaching staff will need to raise their concerns with the EAL Co-ordinator (or trained TA with responsibility for EAL learners). The next section sets out the process for staff to follow when this stage is reached.

2.2.2 Identifying SEND in learners using EAL

There is no one test that can determine whether a learner using EAL also has SEND. Most tests for SEND that are available in England will have a cultural and language bias that could disadvantage pupils who are learning English. These tests will contain vocabulary, content, and contexts that may be unfamiliar to learners new to England. However, translating tests into a language the learner knows may alter intended meanings, and will still not provide familiar content and contexts.

For this reason, schools need to adopt a holistic approach to reach a judgement, using a combination of assessments, observations, information gathering, and feedback from staff, parents, and pupils.

As a starting point following concerns raised about SEND, the EAL Co-ordinator (or SENDCo) can ask class and subject teachers to complete the following observation sheet.

Staff observation sheet



C Starr observation sheet			
Staff observation sheet			
Pupil's full name:			
Class:	Date:	/	/
How does the learner interact with the teacher and other members of the classical Consider both understanding and speaking.	ass?		
2. How does the learner respond to classroom expectations of behaviour?			
3. Is the learner able to access and participate in practical tasks in class?			
4. Does the learner struggle to access and participate in reading and viewing a lf so, please explain.	and writing task	ks?	
5. How well can the learner access and participate in the curriculum content in	n the lesson?		

6. Have age-and band-appropriate adapted or translated tasks been provided and, if so, is the learner able to access and participate in these?

7. Is the learner using a translator or bilingual/picture dictionary to support them and, if so, does this make a difference to their ability to access and participate in curriculum content?

8. Has the learner displayed any concerning behaviours? If so, please list them below.

9. What area(s) does/do your concern(s) fall into?

Categories of need	Lo	w sią	gns c	of ne	ed to	o hig	h sig	gns c	of ne	ed	
Proficiency in English	0	1	2	3	4	5	6	7	8	9	10
Communication and interaction	0	1	2	3	4	5	6	7	8	9	10
Cognition and learning	0	1	2	3	4	5	6	7	8	9	10
Social, emotional, and mental health difficulties	0	1	2	3	4	5	6	7	8	9	10
Physical and/or sensory needs	0	1	2	3	4	5	6	7	8	9	10

Any other comments or concerns about the pupil:

Once the EAL Co-ordinator has been notified of concerns and received a completed observation sheet from a staff member, they should then collaborate with the SENDCo in an ongoing process of information gathering, as set out in the next part of this section.

2.2.3 Additional information gathering with families

Once the EAL Co-ordinator is aware of the presence or possible presence of SEND in an EAL learner –either from the initial interview with the learner and their family or through concerns raised by teaching staff and detailed in an observation form as shown on page 113 – they should proceed to gather additional information using the following home questionnaire. If necessary, the questionnaire should be translated into a language the family can read best, or the English version used alongside an interpreter.

The information gained from this questionnaire can be used to build a picture about which of the broad areas of SEND the learner's individual needs fall under. This information can then be passed on to the SENDCo.



			•
Home observation and developme	ntal feedback questio	nnaire	
Pupil's full name:			
Date of birth: / /	Date of inter	view: /	1
Scale 1: No/never 2: A little/rarely	3: Some/sometimes	4: Yes/often	5: Significant concerns
General			Rating
1. Does your child have any medical needs t	he school should know ab	out?	
Comments and observations:			

2. Has your child received any support before, for a special educational need or disability?

Comments and observations:

3. Do you have any concerns about how your child behaves or plays at home?

4. Did you child start to walk and talk at the same time as other children of the same age?
Comments and observations:
5. Do you have any concerns about your child's physical development?
Comments and observations:
Cognition and learning
Cognition and learning 1. Do you have concerns about your child's learning needs?
1. Do you have concerns about your child's learning needs?
1. Do you have concerns about your child's learning needs?
1. Do you have concerns about your child's learning needs?
1. Do you have concerns about your child's learning needs?
1. Do you have concerns about your child's learning needs? Comments and observations:
 Do you have concerns about your child's learning needs? Comments and observations: Are you concerned about your child's reading, writing, and spelling?
 Do you have concerns about your child's learning needs? Comments and observations: Are you concerned about your child's reading, writing, and spelling?

3. Are you concerned about your child's mathematical abilit	у?
---	----

Comments and observations:

4. Can your child remember facts and recall information?

Comments and observations:

5. Does your child take time to understand things? Are they slow to answer at times?

Comments and observations:

Communication and interaction

1. Can your child communicate well with you and other family members?

2. Does your child communicate well with peers and friends socially outside of school?
Comments and observations:
3. Does your child respond appropriately to gestures, for example will they say "hello" and "goodbye" and will they notice hand, eye, and body gestures?
Comments and observations:
4. Does your child use eye contact?
Comments and observations:
5. Does your child understand the rules of games and turn taking?
Comments and observations:

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	6. D	o you	have	concerns	about	how v	your	child	comm	unicates	their	emotiona	l needs?
--	------	-------	------	----------	-------	-------	------	-------	------	----------	-------	----------	----------

Comments and observations:

7. Do you have concerns about the friendships your child has at school?

Comments and observations:

8. Does your child struggle to organise themselves or complete routines at home?

Comments and observations:

9. Does your child speak in full sentences (primary)?
Can your child keep a conversation going (secondary)?*

10. How well does your child start a conversation and ask appropriate questions?
Comments and observations:
11. Does your child have any issues with touch, texture, or the taste of things?
Comments and observations:
Social, emotional, and mental health difficulties
1. Does your child have any emotional or behavioural issues at home that you have concerns about?
1. Does your child have any emotional or behavioural issues at home that you have concerns about?
1. Does your child have any emotional or behavioural issues at home that you have concerns about?
1. Does your child have any emotional or behavioural issues at home that you have concerns about?
1. Does your child have any emotional or behavioural issues at home that you have concerns about?
 Does your child have any emotional or behavioural issues at home that you have concerns about? Comments and observations: Has your family experienced any traumatic circumstances or disruption that may have affected
 Does your child have any emotional or behavioural issues at home that you have concerns about? Comments and observations: Has your family experienced any traumatic circumstances or disruption that may have affected your child?
 Does your child have any emotional or behavioural issues at home that you have concerns about? Comments and observations: Has your family experienced any traumatic circumstances or disruption that may have affected your child?
 Does your child have any emotional or behavioural issues at home that you have concerns about? Comments and observations: Has your family experienced any traumatic circumstances or disruption that may have affected your child?

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Physical and/or sensory needs

1. Are you concerned with your child's hearing or eyesight?

Comments and observations:

2. Can your child use a knife and fork, tie shoelaces, and use buttons well?

Comments and observations:

3. Can your child swim, play football, and ride a bike or scooter?

^{*} School staff to delete primary/secondary question as applicable before sharing with parents.

2.2.4 Considering the SEND categories of need

It is important to continue to monitor the learner's development in English-language proficiency and to make sure that language support at the appropriate level remains in place. However, where learners are not making expected progress or are exhibiting behaviour that may indicate SEND despite the provision of appropriate language support, EAL staff and class and subject teachers should next consider which of the four categories of need, as set out in the SEND Code of Practice, may be applicable:

Communication and interaction

The SEND Code of Practice defines this area of need as follows:

"Children and young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because:

- They have difficulty saying what they want to;
- They have difficulty understanding what is being said to them;
- They do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language, or social communication at different times of their lives.

Children and young people with autism spectrum disorder, including Asperger's Syndrome and autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others."

(DfE, 2015, SEND Code of Practice, p. 97)

Cognition and learning

Learning difficulties cover a wide range of needs, which fall broadly into the following categories:

- Moderate learning difficulties, for example struggles with literacy or numeracy, despite support.
- Specific learning difficulties (SpLD), such as dyslexia, dyscalculia, and dyspraxia, that
 can affect one or more aspects of learning. Although specific in nature, there is growing
 evidence of overlap and co-occurrence. These learning difficulties are considered "high
 incidence"; for example, dyslexia affects up to ten per cent of the population. Learners
 using EAL are generally underrepresented on the SEND register for SpLD.

¹ Where the information below appears in quotation marks this indicates it has been reproduced verbatim from the SEND Code of Practice (DfE, 2015, pp.97–98). Please note, however, that the formatting of the text has been adapted in places for ease of reading. Other information under the following sections does not appear in quotation marks and has been written by the authors of this guidance, broadly drawing and expanding upon similar information from the Code of Practice.

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- Severe learning difficulties, where learners work significantly below their chronological age due to learning and cognition needs, together with needs and difficulties associated with mobility and communication. These children are likely to need support in all areas of the curriculum.
- Profound and multiple learning difficulties, where children are likely to have severe and complex learning difficulties as well as a physical disability (such as cerebral palsy) or a sensory impairment (including visual or hearing impairment) that creates barriers to learning, the environment, and communication.

Social, emotional, and mental health difficulties

As set out in the SEND Code of Practice:

"Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties, such as:

- Anxiety;
- Depression;
- Self-harming;
- Substance misuse;
- Eating disorders;
- Physical symptoms that are medically unexplained.

Other children and young people may have conditions such as [...] attention deficit hyperactive disorder or attachment disorder."

(DfE, 2015, SEND Code of Practice, p. 98)

Like a proportion of children in all demographic groups, some learners using EAL may have adverse childhood experiences, such as loss and bereavement, domestic violence, and emotional and physical abuse and neglect. If they are refugees, they will have experienced the trauma associated with displacement from their home. These experiences will cause a range of behaviours in classroom situations – including a spectrum of fight, flight, or freeze responses – that will indicate to teachers a need for SEMH support. In these instances, the teacher will need to make a referral to the SENDCo.

Physical and/or sensory needs

The SEND Code of Practice describes this area of need as follows:

"Some children and young people require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time.

Many children and young people with vision impairment, hearing impairment, or a multisensory impairment [the combination of vision and hearing difficulties], will require specialist support and/or equipment to access their learning, or habilitation support."

(DfE, 2015, SEND Code of Practice, p. 98)

Some children with a physical disability need additional support and equipment – such as a wheelchair, feeding cup, wobble cushion, or assistive technology – on an ongoing basis in order to access all the opportunities available to their peers.

For more information on multi-sensory impairment, see https://bit.ly/multi-sensory-impairment.

2.2.5 Next steps

When teaching staff are concerned that a learner using EAL may also have SEND, they should take the following steps:

- **1.** Gather all evidence, including classroom observations (see form on page 82) and examples of written work.
- 2. Complete the following referral form, or raise any concerns with the EAL Co-ordinator (if not already aware), who can complete the form. The referral form will provide the necessary information for the EAL Co-ordinator and SENDCo to discuss and plan the next steps.

Initial concern referral form



Staff referral Initial concern: Request for further support from SENDCo

illitiat concern. Requi	est for further support fro	III SENDO		
Pupil's full name:				
Year group:		If new to England, date of	entry: / /	
Code:	SEND Support (K)EHCP:		EAL band:	
Date of referral: /	/ Referrer:			
3. What are the reasons for	r the referral?			
4. Discussion with the pupi	il (what are the pupil's views ab	out the topic of the referra	l?):	
5. Discussion with the pare	ent/carer (what are the parent's	/carer's views about the to	pic of the referral?):	
6. What are the main diffic	ulties and concerns?			

Gathering evidence (tick below and attach the evidence where appropriate):

Sample of work Teacher assessments Observations Meetings

EAL profile Indicator matrix EAL notes Other

Areas of concern (tick all that apply):

Cognition and learning

General learning difficulties:

Difficulties keeping up with the lesson despite adapted teaching

Difficulties with spelling

Displays poor presentation/handwriting.

Difficulties with reading/phonics/rhymes

Difficulties with patterns or sequencing/times tables

Exhibits poor hand-eye co-ordination

Difficulties copying from the board or a book/piece of paper placed next to pupil

Difficulties recalling information

Displays high levels of frustration, low motivation, and/or displays work-avoidance behaviours (shouts out, switches off, stares out of the window, drops pens/pencils, etc.)

Specific learning difficulties (including dyslexia and dyscalculia):

Short-term memory difficulties – finds it hard to recall facts after hearing or copying them

Struggles to write on a blank page

Does not produce writing at an expected level based on speech/intellectual ability/ EAL proficiency

Processing-speed difficulties – forgets instructions/tasks/facts easily or quickly

Struggles to follow tasks, even with repetitions, prompts, and modelling

Tires easily after reading and/or writing

Difficulties tracking reading lines/misses lines or words

Poor organisation; loses equipment/planner

Struggles to keep up with homework

Difficulties with reversals of letters such as b/d or numerals 5/7/4

Difficulties with maths, science, topics

Communication and interaction

General communication difficulties:

Displays obsessive-compulsive actions; carries out repetitive behaviours such as hand flapping, tapping, rocking, etc.

Withdrawn from/oblivious to others; stares or fixates on small items

Passive - lacks curiosity/withdraws from social situations

Makes no or variable levels of eye contact, and/or stares excessively

Displays signs of anxiety, crying, and/or panic attacks

Makes noises and mimics phrases/words

Struggles to enter classroom or leaves while lesson in progress

Uses unusual intonation/bizarre language

Echoes/repeats words/sentences spoken by others

Struggles with change/transitions (either planned or unplanned)

Uses ritualistic phrases/repetitive actions

Cannot understand non-verbal signs; may not respond to "hello"

Cannot write or play imaginatively; displays wholly literal understandings

Displays poor social understanding; withdraws from or comes too close to other people's personal space; prods/pokes others

Sensitive to noise/sounds/smells/textures – may become distressed and cover ears with hands in response to loud sounds; may become upset by touching certain textures, and/or be overly fixated on touching items such as squishies, Lego, playdough, blu tack, etc.

Struggles to initiate or maintain friendships

Struggles to understand and/or keep up with homework

Speaks with a very loud voice; appears to be unaware of volume or tone of voice

Struggles to speak/speaks very quietly/selectively mute at times

Speech and language difficulties:

Limited vocabulary (cannot name objects)

Slow, unclear, or stammering speech

Difficulties understanding what is said

Difficulties verbally expressing wants and needs

Poor comprehension/word finding

Slow to respond to questions

Social, emotional, and mental health difficulties

Poor attendance of lessons/school

Poor punctuality to lessons

Displays poor listening/switches off/stares out of the window

Poor communication; does not request support

Exhibits signs of low motivation and/or low mood

Exhibits signs of low self-esteem

Calls/shouts out; talks excessively

Engages in violent actions/physical aggression

Exhibits aggressive speech/makes threats

Spoils activities/breaks equipment/destroys work/displays work-avoidance behaviours

Absconds from lessons; truancy

Unable to work with others; is withdrawn from and/or is inappropriate towards peers

Displays poor attention/lacks concentration

Displays high levels of attention-seeking behaviour

Unable to share or take turns; poor social skills

Fidgets/taps; appears unsettled in seat

Talks excessively (unaware); interrupts others' conversations

Moves excessively in and out of seat

Exhibits impulsive behaviours; appears oblivious to dangers

Exhibits signs of worry and/or stress

Criticises self and/or others

Loses items/planner; does not bring correct equipment to class

Displays poor eating habits

Physical and/or sensory needs

Physical coordination (including dyspraxia):

Poor co-ordination of hands and feet; slow to perform activities such as dressing

Poor balance

Poor gross motor skills/fine motor skills (such as handwriting)

General clumsiness

Visual sensory needs:

Looks at items closely; displays unusual head posture

Strains to see and/or cannot focus

Bumps into things and/or moves about anxiously

Poor eye tracking/poor hand-eye co-ordination

Hearing sensory needs:

Does not respond to loud noises

Covers ears in response to loud noises

Watches, then copies

Sensitive to noise; covers ears with hands and/or becomes distracted by noise

Does not follow instructions/wrongly follows instructions

Exhibits delayed or unclear speech

Tilts head; appears in a world of their own

Exam access support

Request for exam access arrangements

Staff complete the checklist below to record (A) the adjustments a learner is currently using (and benefitting from) as a normal way of working, and (B) the additional adjustments they recommend should be considered for the learner following further assessment of need and benefit. Please tick all that apply:

Exam access adjustments	A: Adjustments that the learner has been observed to benefit from as a normal way of working	B: Further investigation/ assessment recommended to establish benefit of adjustment
10% or 25% extra time		
Reader/reader pen		
Word processor		
Prompt		
Rest breaks		
Small room		
Bilingual dictionary		
Coloured overlay		
Oral language modification		
Fidget toys, blu tack, etc.		
Other (please specify)		

2.2.6 Recognising the effects of trauma

Because learners who use EAL form such a diverse group, their individual circumstances may vary hugely. For example, some will have experienced war, bereavement, detention centres, and difficult journeys. Some children arrive with their families, others may arrive with one parent, or older siblings, and some may come as unaccompanied minors. That said, all will have experienced a degree of upheaval and change caused by leaving an old life behind and settling into a new life, which can affect them socially and emotionally and impact on their ability to learn. Traumatic displacement experiences in particular are likely to affect their mental health and they will need specialised support.

Unfortunately, in many cases these children's experiences upon arrival may compound their wellbeing challenges. For example, living in temporary accommodation in different locations or adjusting to a new foster family can be difficult. Similarly, in the case of asylum-seeking learners, the uncertainty of not knowing where they will be living and whether they will be allowed to stay in the country can take a toll on their mental health. These learners are often moved around by local councils in the first months following their arrival in England, which may make it difficult for them to settle.

When a child has witnessed serious violence or experienced trauma, certain key indicators are likely to highlight needs. For example, learners may present with fight, flight, or freeze responses, and behavioural manifestations may include extreme behaviour, such as anger, hitting and pushing, or withdrawal and disconnection (e.g., they may be unwilling to interact with others); alternatively they may become visibly upset, easily distracted, or unable to focus in class.

In addition, a proportion of EAL learners who have experienced trauma may present with cognition and learning difficulties, communication and interaction needs, physical and/or sensory needs, or medical difficulties as a secondary result of their trauma. These must be considered at all stages of a pupil's learning needs, into GCSE and post-16 exam years, to ensure they receive targeted and specialist support as soon as possible to remove barriers to their learning.

How can schools make sure that learners who are refugees or asylum seekers receive the best possible support?

Guidance from The Bell Foundation – available at www.bell-foundation.org.uk/refugee-recommendations – provides a framework for sustainable provision for refugee children, including the following key points:

- 1. Create a welcoming and inclusive environment across the whole school, in which all staff are equipped to provide practical, emotional, and linguistic support.
- **2.** Arrange CPD that prepares all staff to recognise the signs of trauma in learners' behaviour, followed by ongoing development to enable them to provide appropriate support.
- **3.** Set up holistic responses, in which the EAL, SEND, and pastoral teams work together with families to identify learners who are facing the effects of trauma, refer them to outside agencies where necessary, and arrange for pastoral staff to conduct individual or group therapy sessions.
- **4.** Encourage staff to build relationships with learners that foster open communication, so that those who are refugees or asylum seekers feel comfortable to speak about their emotions and experiences if and when they are ready.

Schools can use the following table, which uses the "zones of regulation" concept, to train all staff to recognise behaviour that signals trauma. The colour zones represent the different emotional states a child may experience, as follows:

- Blue: low states of alertness;
- Green: calm and alert;
- Yellow: heightened state of alertness;
- Red: heightened state of intense emotions.

Want to print or share any forms or resources?

Each is available on self-contained, printable pages in the <u>Appendix</u>, and can also be downloaded from: bell-foundation.org.uk/eal-send-guidance.



Where you see this icon on each form, you can also click to go straight to the download page.



Zones of regulation



Emotional state BLUE Low state of alertness GREEN Calm and alert PELLOW Heightened state of alertness Behaviour

- Appears withdrawn
- Appears depressed
- Tearful and easily upset
- Displays a lack of engagement
- Presents as tired/ falling asleep
- Exhibits poor appearance and general health
- Exhibits high dependence on pastoral staff
- Displays signs of unprocessed trauma (in EAL learners, these may emerge as language and insight develop)
- · Lack of eye contact
- Struggles to make friends
- Appears isolated
- Exhibits episodes of dissociation
- Exhibits guilt and shame

May appear as if everything is fine, but could, at times, display the following:

- Low attendance
- Reluctance to eat
- Stomach aches or headaches
- Lack of equipment and uniform
- Difficulties completing homework
- Nervousness about asking questions in class
- Reluctance to work with others
- Lack of trust in authority
- Problems concentrating

- Drawn to unsuitable friendship groups
- Distractible and has difficulties establishing behaviour for learning
- Exhibits symptoms of PTSD, such as:
 - Panic attacks
 - Stress
 - "Fight, flight, or freeze" and/or "collapse" reactions in triggering situations
 - Flashbacks and nightmares
 - Hypervigilance
- Changes in beliefs or perceptions of reality

- Easily angered
- Physically aggressive with peers
- Holds extreme views about war
- Self-harms
- Bullies others
- Engages in risky behaviour
- Struggles to regulate emotions
- Exhibits sexualised behaviour

2.2.7 EAL Co-ordinator and SENDCo collaboration

During the process of identifying EAL learners who have SEND, an organised and systematic collaboration between the EAL Co-ordinator (or the TA tasked with EAL provision) and the SENDCo is essential. Close co-operation helps ensure that SEND needs are identified early and that support and progress can be monitored and measured. Regular strategy meetings help ensure that the needs of EAL learners who have SEND are firmly on the school's agenda.

The EAL Co-ordinator and SENDCo should hold regular (at least half-termly) meetings, using the following template agenda or similar. Depending on what stage in the process has been reached for each individual learner under discussion, not all of the actions will be applicable in every meeting.



EAL Co-ordinator/SENDCo planning tool: Sample meeting agenda



Agenda item	Actions
Are there any learners staff have concerns about?	Decide who will focus on which learners and which assessments will take place.
	2. Establish a timeframe and review date to discuss results and findings.

Who is responsible?

Review next steps:

Review date:

How well are EAL learners who have SEND performing?	Identify learners with poor attendance rates and discuss needs.
2. Any specific concerns?	2. Discuss QFT strategies for learners working at,
3. Is the correct provision in place?	above, or below expected academic levels.
4. Which learners have access to interventions at Waves 2 and 3 respectively, and how well are these helping to close the gaps?	
Who is responsible?	
Review next steps:	
Review date: / /	
1 Which learners are at the "initial concern" stage	1 Identify SEND indicators

2. EAL Co-ordinator to carry out observations with

4. Review previous assessments and next steps.

3. Review at the next meeting.

SENDCo, assess needs, and discuss next steps.

Who is responsible?

and require referral?

been shared?

2. Have assessment results from referred learners

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1. What CPD is required?2. What are the priorities?	Review how EAL profile and SEND passport help each teacher.		
	Audit staff skills, develop plans for CPD, and prioritise delivery.		
Who is responsible?			
Review next steps:			
Review date: / /			
How effective is TA deployment for EAL learners who have SEND?	 Consider TA timetable and needs. Carry out regular QA e.g., observe learner in class. 		
Who is responsible?			
Review next steps:			

Review date: / /			
Which learners require specialist agency referrals?	1. Contact parents/carers.		
2. Who will be prioritised?	2. Make referrals to agencies.		
	3. Consider the use of interpreters for communicating with families during the referral process.		
	4. Ensure information about EAL learners who have SEND is up to date.		
Who is responsible?			
Review next steps:			
Review date: / /			

The next section sets out the role of the SENDCo in more detail, as they become more central to the process of identifying EAL learners who have SEND – collating the relevant background information, observing the learner for SEND indicators, carrying out further assessments, and making any necessary referrals to outside agencies.

2.3 Further information gathering



Table 2.3 Further information gathering



Actions	Who is directly involved?	Who contributes?	Who needs to know?	Inclusion outcomes
Ongoing observation to identify specific needs	EAL Co-ordinator Class and subject teachers SENDCo	TAs	SENDCo	Needs are identified and the appropriate specialist assessments and/or external referrals can begin
Application of SEND indicator matrix	SENDCo	EAL Co-ordinator Class and subject teachers	Families	SENDCo confirms presence of SEND and confirms with EAL Co-ordinator and staff that language barriers are not being confused with SEND

The next steps in identifying whether an EAL learner also has SEND centre around a series of further screenings, observations, and assessments. The SENDCo and the EAL Coordinator collaborate closely on the following actions:

- 1. The SENDCo contacts the family/carers to explain that the initial concern has been referred to the SEND team, and requests approval to proceed with further specialist screening. An interpreter should be used where needed to ensure that parents/carers agree to further observations and assessments.
- 2. The SENDCo observes the learner using the Antecedents, Behaviour, and Consequences (ABC) observation form (see below).
- 3. The SENDCo observes the learner using the SEND indicator matrix (see pages 119 for primary and 123 for secondary) and takes the appropriate next steps, including further assessments and outside referrals where necessary.
- 4. The EAL Co-ordinator provides updates to the SENDCo (where necessary) on the learner's English language proficiency development and any other changes to the EAL profile.
- 5. The SENDCo and EAL Co-ordinator maintain regular meetings and continue to collaborate closely during the investigation into potential SEND.

2.3.1 SENDCo response following referral of initial concern

Once the SENDCo or SEND team has received a referral from the EAL Co-ordinator or team (see the "Initial concern requesting further support from SENDCo" form on page 95) and has obtained permission from the family to proceed, they must begin to systematically gather evidence. The following form is a starting point to help the SENDCo collect and organise core information, including the reasons for the referral; various datapoints around the learner's language, background, behaviour, and academic progress; and feedback from all staff working with the pupil.



SENDCo assessment proforma (for use following receipt of initial concern referral form)



SEND initial	concern	proforma
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Pupil's full name:									
Year group:					Date	receive	d:	/	/
SEND status:	Unknown		EHCP	Pupil premium:	Yes	No	EAL b	and:	
Area of need:	Communication & interaction		Cognition & learning						
	Physical and/or sensory needs			Social, emotional, and mental health difficulties					ies
Home/preferred language(s):									
Religion:				Date	e of arrival in	Englan	ıd:	/	/

^{1.} Initial referral context – who sent the referral, why, when?

Attach additional information, e.g., writing samples, test scores, observations, initial referral form, etc.

2. Describe positive behaviour or attitude to learning. Attach relevant school data:
3. Describe strengths and interest:
4. Describe behaviours across the setting (including any patterns identified, e.g., behaviours displayed at certain times of day):
5. Comment on whether there is adequate adaptation for learning embedded:

- 6. Using feedback that has been requested from all staff working with the pupil, provide summaries of:
 - a. What is working well?

b. What barriers to learning is the pupil facing?

c. What strategies/adaptations have been tried/successful/not successful?

d. Comment on friendships/group work/social skills:

7. **Teaching and learning passport:** Yes No (print and attach if YES)

8. **EAL profile attached:** Yes No

Academic progress

Subjects working Subjects working Subjects working at foundation level or below: at secure/expected level: at mastery level or above:

Letter sent to yes No Date: / / Response received?

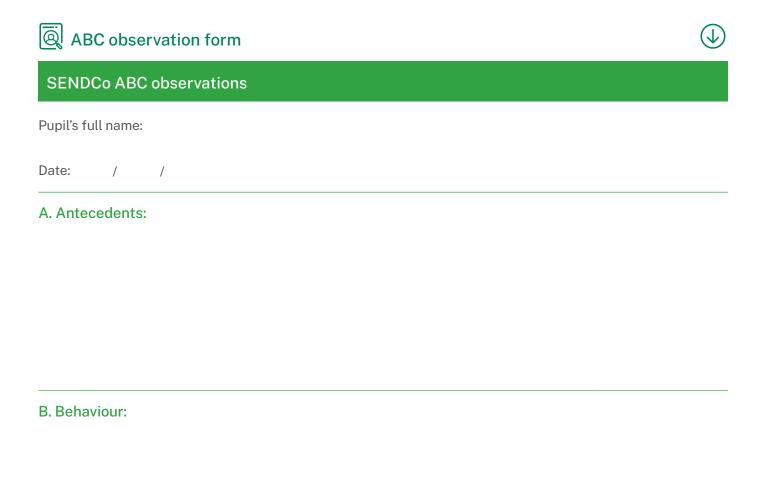
Next, the SENDCo should begin to observe the learner, using the ABC format. The key feature of this method is that each observed behaviour is recorded within three separate sections of the form:

- **A.** Antecedents: What was happening just before the behaviour occurred (e.g., context/location/teacher instructions, etc.)?
- **B.** Behaviour: What behaviour is observed (e.g., difficulties/strengths/body language/eye contact, etc.)?
- **C.** Consequences: What happens as a result of this behaviour (e.g., positive/negative impacts; sanctions/praise, etc.)?

The following ABC observation form also contains a section for the SENDCo to capture the pupil's voice—to create opportunities for the child to talk about their goals, their challenges, and their experiences of learning. This information is important for making sure that each child has a say in the provision arranged for them, and that provision is

tailored to their individual needs. The transition information form on pages 132 and 133 [in section 2.4.1] contains examples of the kinds of questions to ask each learner when building a profile that includes the pupil's voice.

When completing the observations form, use the "Impact on learning" row to describe how the behaviours observed impacted on classroom learning. The second half of the form provides space to record barriers to learning, next steps/outcomes, additional input from teaching staff, information collected from parents/carers, and the pupil's voice as mentioned above.



C. Consequences:	
Impact on learning:	
1. Describe any barriers to learning:	
2. Next steps (list planned steps with outcomes):	Date achieved:

3. Collect evidence from teachers on typical behaviours (summarise comments received):

4. Describe any information collected from parents relating to challenges and experiences of learning:

5. Describe any information collected from the pupil about their experiences of learning and any challenges:

2.3.2 SEND indicators and next steps

The SEND indicator matrices pages 119 to 127, for primary and secondary, can be used as an indicator checklist for SENDCos during classroom observation of learners who may have SEND. Each matrix also signposts the next steps, such as additional assessments; screening, for example a sensory profile; psychometric tests; and/or agency referrals.

The matrices can be used as paper copies, completed electronically, or developed into an online indicator checklist as part of an electronic management toolkit – utilising, for example, automation to generate next-step actions based on the indicators selected.

The SEND indicators categorise a range of individual concerns within the four broad areas of need. The actions listed in the "What to do next" column are suggestions of practical next steps for the SENDCo and EAL Co-ordinator; they are designed to aid with holistic information gathering, which will help to establish that a child's learning struggles are the result of SEND and not because of a language barrier. The SENDCo will lead on these actions but will need to draw on other specialist staff skills to gather some information where necessary – such as an autism-trained practitioner to carry out a sensory profile.

Many of the suggested next steps involve further assessments, including with outside agencies and specialist professionals. The following points will be useful for the SENDCo to consider before and while arranging any assessments:

- As with an EAL assessment, SEND assessments should not take place until several weeks after a pupil's admission, so they have had a chance to settle into their new school.
- Make sure that any assessments can be carried out in a familiar, informal setting, where the learner will be relaxed, and that they can be conducted by staff that the learner is comfortable with.
- If the learner is new to English, where possible, arrange for any assessments to be carried out in a language the learner can understand.
- Make sure that any assessments are appropriate for the learner's age, ability, and confidence.
- Make sure that parents/carers understand the role of everyone involved with/at
 the assessment, and what they can do if they are not satisfied with any part of the
 process.
- Make sure that parents/carers understand that they will receive a copy of the final report, in a language they can access.

Where the EAL Co-ordinator (or TA responsible for EAL) is collaborating in the arranging of assessments and referrals, they should consider the following points:

• It may be easier for the learner to express themselves in their home or preferred language(s) so, if possible, SEND assessments could be carried out in the learner's preferred language.

- Responses gathered in a second or additional language are likely to be simple and less detailed and may not give a clear indication of need. An informal assessment conducted by a specialist in the home or preferred language to use as a comparison can be helpful.
- It is helpful for EAL Co-ordinators to have some familiarity with the basic structures of
 the various home-languages used by learners at their school, and to be aware that not
 all similarities and differences may be documented. This knowledge may prove useful
 when discussing feedback from speech and language assessments or analysing
 written work. See the World Atlas of Language Structures at https://wals.info/ for
 resources to help with this.
- Assessments are not designed/written for multilingual pupils, so will not always be culturally appropriate. There may be images, words, or concepts that are culturally alien to the learner and, at times, inappropriate. For example, in some languages there may not be a collective noun for something (e.g., herd of cows), or no direct translation for a word or phrase in English (e.g., there is no direct translation for the word "insight" in Spanish). Having the EAL Co-ordinator present during SEND assessments with outside agencies can minimise this issue, as they can highlight cultural references that the assessing professional (for example, a speech and language or educational psychology practitioner) may not be aware of. Similarly, looking over any materials beforehand can bring to light any cultural issues that may arise. Any report written by the assessor should be cognisant of these issues and advise caution when making judgements. Where possible, the EAL Co-ordinator should suggest or arrange for culturally appropriate images, materials, and objects to be included in the assessments.
- Expectations of monolingual English-speaking pupils for example, around ways of saying things, the act of turn-taking, and interacting with adults may not apply to multilingual learners, who may, for example, come from a society where children are discouraged from making eye contact with adults. These differences can impact on/influence the outcome of assessments, or the assessor's interpretation of the results.
- Any reports about EAL learners should distinguish between language(s) used at home and at school. Some families use more than one language at home, and children may speak different languages to different members of the family.

All written output from observations, assessments, and referrals to agencies should be translated into the learner's home or preferred language, and shared with parents/carers to facilitate further understanding of their child's needs.

2.3.3 Eliminating language barriers

One of the key actions that schools can take to support EAL learners and their families is to enlist the services of an interpreter when carrying out interviews, assessments, and referrals. To achieve the maximum benefit from this service and ensure the process runs smoothly, staff should bear the following points in mind:

- When booking an interpreter, check to make sure that they speak the same dialect of the language used by the learner and their family/carers. There may be both linguistic and cultural differences between the dialect used by the interpreter and that used by the learner and their family; or there may be political tensions or conflict between speakers of different dialects in their region(s) of origin, which could impact on the assessment.
- Professional interpreters may not be aware of or understand confidentiality requirements and school protocols, so make sure that these are explained to them clearly. This is particularly important when the interpreter is known to and part of the learner's local community.
- Sessions where interpreters are present tend to take longer because of the time it takes to relay each party's words in the other party's language this is something to bear in mind when booking a time slot.
- Allow time to brief the interpreter prior to the assessment and to debrief with the interpreter and assessor post assessment.
- Set out clear expectations for the assessment and agree on the style of interpretation in advance. Interpretation styles vary, from general paraphrasing to word-forword translation, and the interpreter may or may not filter some information. Some interpreters use consecutive interpreting, whereby they wait for the speaker to finish one or two sentences and then interpret and relay it to the other person(s), while others use simultaneous interpreting, whereby they start to relay the interpretation just a few words behind as the person continues to speak. The style of interpreting will affect how much time the assessment takes.
- Ensure as much as possible that the interpreter establishes a rapport with the learner, parents or carers, and assessor, and is sensitive to any emotional responses or situations.
- Try to use the same interpreter for consecutive assessments wherever possible, as
 a consistent style and approach will be helpful when making comparisons between
 assessments. It will also help ensure a rapport between the interpreter and the
 learner, families, and staff/assessors.

In situations where the school has difficulties accessing professional interpreting services (for example, if local agencies cannot supply an interpreter with knowledge of the language or dialect in question), it may be an option to use a staff member or a parent or carer who can speak the relevant language(s). However, if using members of staff, exercise caution and make sure to:

- Brief them on confidentiality and data protection requirements.
- Explain the purpose of the meeting and agree in advance on the interpretation style (see above).

Families may also be able to bring someone they know along with them who speaks fluent English as well as their home language(s).

Parents and/or learners should not be asked to act as interpreters for other families. This is to ensure sensitive and confidential information is protected, that schools follow their data protection procedures, that assessments are not compromised, and that results are valid.

SEND indicator matrix: Early years and primary



SEND indicator matrix: Early years and primary

SEND AREA: Cognition and learning

SEND identifiers

Struggles/has difficulties with:

- Handwriting, mark-making and formation, and hand grip
- Reading all words, sounds, and lines, despite using reading ruler and/or finger to track
- Tracing lines and shapes
- Making puzzles and jigsaws; copying patterns
- Playing memory and "snap" games; matching pairs
- Reciting the alphabet, nursery rhymes, poems, and/or chants
- Copying accurately from a piece of written or numerical text placed next to learner
- Ordering numbers at age-appropriate level
- Recalling days of the week and/or months at age-appropriate levels
- Recalling information shortly after learning it –e.g., 30 seconds later
- Following multi-step instructions provided verbally
- Completing work within the given time frame
- Counting, number bonds, giving change, telling the time, times tables, and/or recalling digits

Exhibits signs of:

- Attention-seeking in class
- Work-avoidance behaviours tearing up work; dropping equipment to avoid working
- Low self-esteem and limited learning resilience
- Copying others' work and answers
- Inability to focus when sitting on the carpet; struggling to know what to do after instructions
- Distraction trying to make others laugh when teacher turns their back; making noises; laughing
- Mixing up letters; reversing letters and/or numerals such as b/d or 6/9; missing letters; large, immature writing
- Poor phonological reading; not making progress despite structured interventions

What to do next

- → SENDCo to carry out additional observations across the setting, both in class and during unstructured sessions. This may include direct observations of activities in class and/or 1:1 with the SENDCo/teacher
- → Consider appropriate writing assessments; phonic screening and checklists in class, etc.
- → Observe the child place the alphabet in an arc shape; continue with assessment of phonics/hand-eye coordination/recall, etc.
- → Observe whether the child counts reliably using concrete apparatus/small items
- → Observe how the child orders numerals and counts out loud
- → Observe/assess how the child orders days of the week/months of the year

- → Carry out a phonic screening test
- → Assess using standardised reading tests
- → Encourage the learner to try using a coloured overlay and/or reading ruler if visual difficulties are noted
- → Administer basic test of writing formation (a–z) and numerals (1–20)
- → Refer for CTOPP-2 (comprehensive test of phonological processing, second edition) and/or PhAB2 (phonological assessment battery, second edition) to check for hearing loss

SEND AREA: Communication and interaction

SEND identifiers

Struggles/has difficulties with:

- Making and keeping friends
- Making and maintaining appropriate eye contact
- Listening
- Turn-taking in conversations, games, class discussions, PE, and/or social activities

Exhibits signs of:

- Avoiding social friendships and/or falling out with friends
- Staring and/or avoiding eye contact
- Unusual head movements putting head on the desk or constantly turning head
- Hyper-focusing on stimuli in the environment, such as small images or class displays; collecting tiny items
- Poor participation in activities; can end in social fall-outs or aggression
- Immature play; playing chase games/tag; playing with small items
- Pushing others away and/or withdrawing into quiet areas
- Invading other people's personal space; prodding; inappropriate hugging
- Laughing out loud and/or singing at inappropriate times; humming
- Seeking out sensory play using blu tack/sensory toys; fixating on small items
- Lining up equipment such as pens, rulers, fidget toys, etc.
- Becoming angry when peers touch their equipment/pens, etc.
- Feeling distressed, upset, or angry when touching different textures, such as paint or sand
- Spitting at others or biting others/self when angry
- Hitting own head with hands/against a wall
- Screaming or making a high-pitched screech
- Covering ears with hands or putting coat over head in response to loud noises
- Mimicking inappropriate phrases heard from peers and or movies
- Seeking out repetitive patterns; needing a constant routine; becoming upset by unplanned events
- Becoming upset and/or crying due to changes in seating plans
- Fixating on talking about own interests; being obsessed with the same type of interests
- Struggling with eating in loud areas; withdrawing to quiet areas
- Struggling with crowded places; preferring the library and/or other quiet places
- Damaging uniform, such as tearing shirt, biting collar or sleeve, tearing tights, etc.
- Pulling own hair

What to do next

- → Further referral to the speech and language team (using an interpreter if EAL learner is working at bands A–C)
- → Observations of turn-taking games such as Lego therapy, Ludo, etc.
- → Carry out ABC (Antecedents, Behaviour, Consequences) observations
- → Create a sensory profile
- → Administer a self-esteem questionnaire
- → Administer social and pragmatic profile assessments
- → Gather pupil voice through Talking Mats, speech and language assessments and frameworks, and/or visual screening tools

SEND AREA: Social, emotional, and mental health difficulties

SEND identifiers

Exhibits signs of:

- Low attendance and poor punctuality to school; arriving late to lessons and/or avoiding lessons
- Poor handover from parent/carer to school staff; clinging to parent/carer and/or running away/absconding
- Stomach aches; feeling sick; headaches and/or migraines
- Low motivation and low mood; looking sad; crying
- Attention-seeking with adults; calling out in class
- Shouting at others; calling names; being critical of others
- Panic attacks; breathing difficulties
- Seeking support and/or clinging when adult moves away
- Engaging in conflict with peers; being hurtful towards peers, both verbally and physically
- Losing things; dropping pens, etc.
- Breaking pens/equipment; ripping up paper/books
- Struggling to sit for lengths of time; fidgeting/tapping hands, fingers, and legs; moving up and down and out of the chair frequently
- Drawing the same images over and over; making repetitive actions and/or fixating on the same actions,
- Becoming upset due to changes to routine
- Drawing on hands and/or legs, scratching arms, and/or pinching fingers
- Stimming, including humming/making noises
- Emotional outbursts manifesting as anger; numbness; crying; fight, flight, or freeze reactions; etc.
- Breaking into others' conversations; interrupting/talking over others
- Banging fists on the table/wall; throwing/upturning furniture
- Sitting under the table; hiding in cupboards, corners, etc.
- Running out of class; absconding from lessons
- Pushing/hitting peers and/or staff
- Fear in response to sounds; struggling with fire alarms
- Repeating sexualised language/phrases, and/or racist words
- Not wanting to shower; poor personal hygiene
- Falling asleep in class and/or struggling to fall asleep at night

What to do next

- → SENDCo liaises with the wellbeing and pastoral team and EAL Co-ordinator
- → SENDCo to carry out a sensory profile in the environment
- → SENDCo to meet parents to initiate the assess, plan, do, review process
- → Complete a strengths and difficulties questionnaire (SDQ) with learner and parents/carers in home or preferred language; score areas of needs

SEND AREA: Physical and/or sensory needs

SEND identifiers

Exhibits signs of:

- Squinting/struggling to see when reading from the interactive white board
- Struggling to focus under bright lights; preferring dark/dim light
- Not hearing sounds or staff when speaking to them
- Missing or not reacting to loud sounds, such as bells and/or fire alarms
- Walking on tip toes and/or missing a step
- Struggling to fasten buttons and/or tie shoes, for example when getting changed for PE
- · Banging or bumping into furniture and/or other people; clumsiness; falling off chairs
- Having a poor handwriting grip
- Struggling to thread beads, roll clay into shapes, use paints/pastels, etc.
- Struggling to use scissors and/or glue i.e., cutting and sticking
- Poor organisation; losing equipment; dropping items
- Poor balance in PE; poor coordination when walking up steps or stairs

What to do next

- → Possible referral to an optometrist
- → EAL Co-ordinator asks the parent/carer to refer to the GP
- → EAL Co-ordinator asks the parent/carer to refer to an optometrist/audiologist
- → SENDCo to refer to an occupational therapist

SEND indicator matrix: Secondary



SEND indicator matrix: Secondary

SEND AREA: Cognition and learning

SEND identifiers

Struggles/has difficulties with:

- Handwriting/presentation skills, despite support and writing frames, and level of EAL above band B
- Reading all the lines, despite using reading ruler and/or finger to track
- Tracking information from the board, keeping track of their place when reading, or copying from the board to own writing at an appropriate speed
- Tracking from a piece of written or numerical text placed next to learner
- Telling the time, times tables, and/or recalling digits
- Recalling information shortly after learning it –e.g., 30 seconds later

Exhibits signs of:

- Missing letters when copying writing; missing words when reading
- Attention-seeking in class; trying to make others laugh
- Work-avoidance behaviours tearing up work; dropping equipment to avoid working
- Copying others' work and answers
- Missing lines when reading and/or writing
- High levels of distraction trying to make others laugh when teacher turns their back; making noises; laughing
- Mixing up b/d or 6/9 when writing; missing letters; large, immature writing
- Poor phonological reading; not making progress despite structured interventions

What to do next

- → Conduct writing assessments and further observations in class
- → Arrange for cognitive ability tests (CAT)
- → Arrange for psychometric tests, where qualifications and experience of staff permit
- → Arrange a DASH (detailed assessment of speed of handwriting) test in home or preferred language
- → Arrange a phonic screening test
- → Arrange a reading test (such as the New Group Reading test from Read Write Inc, or phonological tests)
- → Arrange a working memory test in home language
- → Trial the use of a coloured overlay and/or reading ruler
- → Refer to an optometrist to assess visual difficulties
- → Consider arranging dyslexia and dyscalculia screening

SEND AREA: Communication and interaction

SEND identifiers

Struggles/has difficulties with:

- Making and keeping friends
- Making and maintaining appropriate eye contact
- Listening
- Turn-taking in conversations, games, class discussions, PE, and/or social activities

Exhibits signs of:

- Avoiding social friendships and/or falling out with friends
- Staring and/or avoiding eye contact
- Unusual head movements putting head on the desk or constantly turning head
- Hyper-focusing on stimuli in the environment, such as small images or class displays; collecting tiny items
- Poor participation in activities; can end in social fall-outs or aggression
- Immature play; playing chase games/tag; playing with small items
- Pushing others away and/or withdrawing into quiet areas
- Invading other people's personal space; prodding; inappropriate hugging
- Laughing out loud and/or singing at inappropriate times; humming
- Seeking out sensory play using blu tack/sensory toys; fixating on small items
- Lining up equipment such as pens, rulers, fidget toys, etc.
- Becoming angry when peers touch their equipment/pens, etc.
- Feeling distressed, upset, or angry when touching different textures, such as paint or sand
- Spitting at others or biting others/self when angry
- Hitting own head with hands/against a wall
- Screaming or making a high-pitched screech
- Covering ears with hands or putting coat over head in response to loud noises
- Mimicking inappropriate phrases heard from peers and or movies
- Seeking out repetitive patterns; needing a constant routine; becoming upset by unplanned events
- Becoming upset and/or crying due to changes in seating plans
- Fixating on talking about own interests; being obsessed with the same type of interests
- Struggling with eating in loud areas; withdrawing to quiet areas
- Struggling with crowded places; preferring the library and/or other quiet places
- Damaging uniform, such as tearing shirt, biting collar or sleeve, tearing tights, etc.
- Pulling own hair

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- → Referral to outside agencies e.g., speech and language team (using an interpreter if learner using EAL is working at bands A-C)
- → Carry out observations of turn-taking games such as Lego therapy, Ludo, etc.
- → Carry out ABC (Antecedents, Behaviour, Consequences) observations
- → Create a sensory profile
- → Administer a self-esteem questionnaire
- → Administer social pragmatic profile assessments
- → Apply Talking Mats framework, using visual screening tools
- → Observe and apply dyspraxia checklist

SEND AREA: Social, emotional, and mental health difficulties

SEND identifiers

Exhibits sign of:

- Low attendance and poor punctuality to school; arriving late to lessons and/or avoiding lessons
- Poor handover from parent/carer to school staff; clinging to parent/carer and/or running away/absconding
- Stomach aches; feeling sick; headaches and/or migraines
- Low motivation and low mood; looking sad; crying
- Attention-seeking with adults; calling out in class
- Shouting at others; calling names; being critical of others
- Panic attacks; breathing difficulties
- Seeking support and/or clinging when adult moves away
- Engaging in conflict with peers; being hurtful towards peers, both verbally and physically
- Losing things; dropping pens, etc.
- Breaking pens/equipment; ripping up paper/books
- Struggling to sit for lengths of time; fidgeting/tapping hands, fingers, and legs; moving up and down and out of the chair frequently
- Drawing the same images over and over; making repetitive actions and/or fixating on the same actions,
- Drawing on hands and/or legs, scratching arms, and/or pinching fingers
- Stimming, including humming/making noises
- Emotional outbursts manifesting as anger; numbness; crying; fight, flight, or freeze reactions; etc.
- Breaking into others' conversations; interrupting/talking over others
- Banging fists on the table/wall; throwing/upturning furniture

- Sitting under the table; hiding in cupboards, corners, etc.
- Running out of class; absconding from lessons
- Pushing/hitting peers and/or staff
- Fear in response to sounds; struggling with fire alarms
- Repeating sexualised language/phrases, and/or racist words
- Not wanting to shower; poor personal hygiene
- Falling asleep in class and/or struggling to fall asleep at night

What to do next

- → SENDCo to carry out a sensory profile in the environment (for either neurodivergent and/or trauma profile)
- → SENDCo to meet parents to initiate the assess, plan, do, review process
- → Complete a strengths and difficulties questionnaire (SDQ) with learner and parents in home or preferred language; score areas of needs
- → Conduct ADHD/neurodivergence questionnaire to gather further information from family (in home or preferred language)
- → Conduct anxiety/mental health questionnaires with family (in home or preferred language)

SEND AREA: Physical and/or sensory needs

SEND identifiers

Exhibits signs of:

- Squinting/struggling to see when reading from the interactive white board
- Struggling to focus under bright lights; preferring dark/dim light
- Not hearing sounds or staff when speaking to them
- Missing or not reacting to loud sounds, such as bells and/or fire alarms
- Walking on tip toes and/or missing a step
- Struggling to fasten buttons and/or tie shoes, for example when getting changed for PE
- Banging or bumping into furniture and/or other people; clumsiness; falling off chairs
- Having a poor handwriting grip
- Struggling to thread beads, roll clay into shapes, use paints/pastels, etc.
- Struggling to use scissors and/or glue i.e., cutting and sticking
- Poor organisation; losing equipment; dropping items
- Poor balance in PE; poor coordination when walking up steps or stairs

What to do next

- → Possible referral to optometrist
- → EAL Co-ordinator asks the family to refer to the GP
- → EAL Co-ordinator asks the family to refer to an optometrist/audiologist
- → SENDCo to refer to an occupational therapist

Once all relevant observations, assessments, and referrals have been carried out, the SENDCo and EAL Co-ordinator should meet to decide on next steps. SEND and EAL leads must continue to work in close collaboration, referring to and making use of the totality of information and data gathered in both domains.

The next section sets out the next steps for the EAL Co-ordinator and SENDCo, as they collaborate with the learner and their family; maintain ongoing observations and assessments; identify the level of support a child might need; and devise an integrated provision plan following the graduated response framework, including the necessary access arrangements for exams and formal assessments.

Want to print or share any forms or resources?

Each is available on self-contained, printable pages in the <u>Appendix</u>, and can also be downloaded from: bell-foundation.org.uk/eal-send-guidance.



Where you see this icon on each form, you can also click to go straight to the download page.

2.4 Initiating and embedding a graduated response



Table 2.4 Initiating and embedding a graduated response



Actions	Who is directly involved?	Who contributes?	Who needs to know?	Inclusion outcomes
Add learner to the SEND register	SENDCo	EAL Co-ordinator	SLT All teaching staff who teach the learner Pastoral care staff	The learner accesses targeted and specialist support
Conduct an assess, plan, do, review process with the family and learner	EAL Co-ordinator SENDCo	Interpreters where needed Pastoral care staff who know the child well Social workers for looked-after children	SLT All teaching staff who teach the learner	Provisions are refined in line with the family's and learner's needs and expectations
Maintain ongoing observations and assessments	SENDCo	EAL Co-ordinator	Teachers Pastoral care staff SLT	Outstanding needs and disabilities identified; provision arranged
Create a provision map for universal provision (Wave 1)	SENDCo EAL Co-ordinator	EAL team SEND team Curriculum leads SEND Governor SLT Learner Family	Teachers who work with the learner Family	Learner receives support as provided by the universal offer and makes good progress
Provide targeted support (Wave 2)	SENDCo	EAL team Teachers Inclusion staff TAs Transition teams	Family	Learner receives targeted language and special needs support and makes good progress

2.4.1 Adding learner to the SEND register and initiating APDR

Once an EAL learner is identified as also having SEND and has been added to the SEND register, the SENDCo can then lead on a graduated response by initiating the fourpart cycle: assess, plan, do, review (APDR). The APDR approach – as part of the overall graduated response – is designed to remove barriers to learning, allowing the EAL team to continue providing language support, while the SEND team delivers SEND provision. The response ensures that EAL provision is integrated into the SEND provision map, rather than being planned and implemented in siloes.

Once the APDR cycle is in place, ongoing meetings will be held between the SENDCo and EAL Co-ordinator, the learner, the family or carers, and other key staff; role players will work collaboratively to revisit, refine, and review provisions and to make decisions about how best to meet the learner's language and special educational needs. The SENDCo may create a pupil passport; or include the learner's language profile and EAL support plan within their SEND provision map or other type of plan; or compile separate EAL and SEND profiles, depending on the needs in the specific setting.

Ongoing engagement with the learner's family, with a focus on the learner's needs and aspirations, is crucial in creating and maintaining effective, sustainable support. Clear communication and regular information sharing will make a difference to the learner's outcomes. Working together ensures that everyone has a good understanding of the child's needs, and that families feel included, listened to, and part of the process of supporting their child. If a child is in England as an unaccompanied minor, or is a lookedafter child, the school should work with the child's social worker and carers, and also ensure that agencies who offer support to refugees and asylum seekers are involved where this is relevant.

When an EAL learner who has SEND continues to make little progress despite receiving integrated support from trained staff, the SENDCo can decide to make referrals to specialist agencies. In cases where the learner requires high-level support, and where the learner is not making progress despite having targeted and specialist SEND support in place, the SENDCo can request an assessment from the local authority team for an EHCP.

2.4.2 Ongoing information gathering, observations, and assessments

The process of information gathering, observations, and assessments should continue after the learner is added to the SEND register. The following checklist will help the SENDCo to consolidate and augment the information gathered so far, in order to identify any additional assessments that may be required.

Any observations and assessments should be led by the SENDCo, in consultation with the EAL Co-ordinator, and take into account at all times the special considerations that apply to EAL learners:

- Before diagnosing a speech and language-related SEND, make sure to ascertain
 whether the learner is struggling in all the languages they use, not just English. If
 only the latter, it is likely that there is no SEND, and only English-language support is
 required.
- Staff should be aware of how bilingualism works; for example, that learners use
 different strategies, including "translanguaging" (moving fluidly between the
 languages they know), and that this is not evidence of SEND.
- Remember that if the learner is reluctant to speak and participate in English, they may be in the normal "silent phase" that many learners who are new to a language adopt, while they absorb the sounds and ways of speaking in the new language.
- Be aware of the impact that trauma from dislocation can have on learning, and ensure that the appropriate pastoral care and mental health support is put in place.

Ongoing information gathering, observations, and assessment form



SENDCo information gathering/observations/assessments

Pupil's full name:

Date:

Cognition and learning

Early years identification

No setting

Child has significant developmental delay

Disability linked to developmental delay; complex learning need in two or more areas

At setting/school

Child is functioning at least two EYFS bands below their chronological age across some or most areas of development

→ Attach evidence: e.g., early years tracker/profile

School age identification

Attainment is at least three years below expected level despite QFT and adaptive teaching

Learning opportunities and concentrated, targeted support are provided; monitored with small steps of progress

- → Attach evidence: e.g., attainment, baseline, pupil profile
- → Attach SEND support plan/chronology of intervention

All ages: Input and intervention

School/setting have implemented/used QFT methods

Tailored additional provision has been delivered

Assessments used by school have identified specific needs

School has taken steps to make provision to meet those needs

Those steps have been implemented consistently and closely monitored

→ Attach evidence: e.g., progression/SEND support plan/chronology of intervention

Communication and interaction

All/general

Child/young person presents with significant learning needs resulting from communication and interaction difficulties

The child is making limited progress despite support and is working below the expected level in some or most areas of the curriculum. Progress can look "spikey" or inconsistent

→ Attach evidence: e.g., attainment, baseline, pupil profile, social stories, sensory profile, Talking Mats, areas of difference, etc.

Autism

Child/young person has an autism diagnosis or is undergoing assessment School/setting has implemented/used relevant adaptations and offer QFT at the universal level

- → If autism diagnosed use space at end of form to detail date of diagnosis/by whom/under which team/consultant, etc.
- → If autism diagnosed use space at end of form to detail QFT methods and specific adaptations used
- → Attach evidence: e.g., visual structure, sensory checklist and adjustments, social communication checklist and adjustments, social stories, support, Child and Mental Health Service (CAMHS) reports

Speech, language, and communication needs

Child/young person has a speech, language, and communication diagnosis and is under the care of Speech and Language Team (SALT)

School/setting has implemented/used QFT methods; language screening, e.g., progression tools or language levels

Phonological awareness assessment and intervention

- → Use space at end of form to detail QFT methods and specific adaptations used
- → If under the care of SALT, attach SEND support plan/chronology of support
- → Use space at end of form to provide details of diagnosis date/by whom/under which SALT service

Communication and interaction

Vision/hearing impaired

Child/young person has a medical diagnosis of either a vision or hearing impairment

Child/young person's vision or hearing impairment impacts on their learning

→ Attach evidence: e.g., details of hearing or vision impairment diagnosis and level of difficulty. MUST be a formal diagnosis

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Communication and interaction

All social, emotional, and mental health (SEMH) difficulties

Child/young person presents with significant learning needs resulting from SEMH needs; resistant to implemented interventions, such as:

- Promotion of responsibility and self-esteem
- Teaching of strategies for managing emotions
- Teaching of resilience-building strategies
- Use of timers and visual support
- Reduction of demands and instructions
- → Attach evidence, e.g., details of QFT methods used
- → Attach SEND support plan

Assessments

School has implemented the following baseline assessments:

- Strengths and difficulties questionnaires (SDQ) and screening
- ADHD assessments/reports
- Early help assessment

School has implemented adapted teaching strategies/interventions

Detail information on any prior observations and/or assessments:

Detail where requested in checklist above can be provided here:

2.4.3 A graduated response to SEND

The three-tiered intervention model provides a framework for a graduated response by helping to identify the level of support a child might require. The three tiers, or waves, of intervention are as follows:

Wave 1: Universal. Schools provide support through the day-to-day delivery of QFT, whereby teachers consider the needs of all learners and adapt their approaches accordingly. This level of support can be achieved through differentiated work and by creating an inclusive environment, and should be reflected in and supported by whole-school policies.

Wave 2: Targeted. Schools provide support through short-term interventions, as part of the graduated response for learners who have SEND. Interventions usually take the form of small-group or individual sessions within the school.

Wave 3: Specialist. Additional support is provided by an external SEND or EAL specialist, typically when a learner has not progressed well with current support. Support provided under this wave also forms part of the graduated response.

The following matrix will help teams to design an integrated provision map that is applicable at both primary and secondary levels. The list of resources included for Waves 2 and 3 support is not exhaustive; schools can add specialist resources depending on their context and needs. For more information, see the Resources section on page 168.

Want to print or share any forms or resources?

Each is available on self-contained, printable pages in the <u>Appendix</u>, and can also be downloaded from: bell-foundation.org.uk/eal-send-guidance.



Where you see this icon on each form, you can also click to go straight to the download page.

Provision map for EAL learners who have SEND (primary and secondary levels)



Provision map for EAL learners who have SEND (primary and secondary levels)

SEND AREA: Cognition and learning

EAL support

 Language support for learners at bands A to E, including the use of home languages, translations, and dual-language materials

Wave 1: Universal offer

Involve:

Pastoral teams

Form Tutor

Wellbeing team

School Nurse

Implement:

Adapted teaching approach through:

- Planning
- Teaching methods
- Organisational adjustments
- Use of support resources
- Varied/tailored homework
- Varied/tailored tasks and outcomes
- Varying pace

Individual/tailored targets

Whole-school positive behaviour policy

Meet and greet learner in class

Structured classroom and routines

Lunchtime and after school clubs

Themed-assembly weeks

Enrichment programme

Access to interventions and revision after school

Homework club

Online support

Monitoring and adapting of both structured and unstructured times, such as pupil break-and/or lunchtime

Wave 2: Targeted support

Pre and post teaching

Small English, maths, and science groups

Assistive technology

Wave 3: Specialist support

Specific learning programme for reading, writing, spelling, or maths

Referral to agencies

Further local authority teams

Specific learning difficulties

EAL support

- Assistive technology where appropriate
- Language support for learners at bands A to E, including the use of home languages, translations, and dual-language materials
- Work on phonics introduced only once learners have a good grasp of the sounds of English from listening, speaking, vocabulary-building, and word recognition

Wave 1: Universal offer

See Cognition and learning section

Wave 2: **Targeted support**

Dyslexia support Guided reading Phonics group work

Numicon maths group

Assistive technology

Wave 3: Specialist support

Maths individual plan

Dyslexia Gold Units of Sound

ABC arc

Referral to agencies

Dyslexia specialist Dyscalculia specialist Psychometric testing

SEND AREA: Communication and interaction

EAL support

• Language support for learners at bands A to E, including the use of home languages, translations, and dual-language materials

Wave 1: Universal offer

See Cognition and learning section

Wave 2: Targeted support

Lego therapy Social skills groups

Vocabulary groups Friendship groups

Drama therapy

Wave 3: Specialist support

Individual language plan and personalised resources

One-to-one mentoring

TA support in lessons

to agencies

Referral

Speech and language specialists

Neurodivergence

EAL support

• Ensure sensory needs are understood

Provide visual cues and timetables

Wave 1: Universal offer

See Cognition and learning section

Wave 2: Targeted support

Lego therapy

Turn-taking skills

Communication groups Special interest groups

Sensory circuits

Wave 3: Specialist support

One-to-one mentoring

Sensory profile

Social stories

Talking Mats Sensory breaks

Quiet areas

Referral to agencies

GP

CAMHS

Specialist autism team

SEND AREA: Social, emotional, and mental health difficulties

EAL support

- Trauma support for refugees/asylum seekers
- Emotional check ins
- Small-group work around worries and new culture
- Support network
- One-to-one counselling
- Fidget toys
- Time-out passes
- Rest breaks

Wave 1: Universal offer

See Cognition and learning section

Wave 2: Targeted support

Self-esteem intervention

Resilience intervention
Re-integration group

Emotional literacy skills

Settling-in group in the

autumn term
Organisational life skills

Anger-management

programmes

Nurture groups and timeout passes for regulation

Drama or art therapy

Wave 3: Specialist support

Personalised support at meet and greet

Break/lunchtime support

Movement breaks

TA support in identified lessons to mitigate anxiety

Trauma profile with detailed support in place and a safe space

Zones of regulation

Named keyworker and weekly mentoring

Personalised plan

Referral to agencies

Social care

Early Help, CAMHS, NHS

Youth offending teams

Psychotherapist

Psychiatric care

Area Inclusion Teams

Refugee/ asylum support groups/agencies

Neurodevelopment teams

GP

SEND AREA: Physical and/or sensory needs

EAL support

- Rest breaks
- Fatigue management
- Assistive technology

Wave 1: Universal offer

See Cognition and learning section

Wave 2: Targeted support

Handwriting club

Touch-typing skills

Friendship groups

Social clubs at break/

lunchtimes

Movement/PE groups

Art therapy

Wave 3: Specialist support

Modified PE lessons

Handwriting programme

Individual physiotherapy

Support with personal

care

Assistive support

Monitored use of medication

Referral to agencies

Physiotherapist

Occupational therapist

Hearing and Visual Impairment Team

Paediatrician

2.4.4 Provision at key assessment points

One of the areas of teaching and learning in which EAL learners who have SEND need additional support is at the point of assessment – at each of the key stages, from the early years to the end of secondary school. The following table sets out considerations for language and SEND support at each of these stages, with guidance on what EAL Coordinators and SENDCos can usefully put in place to make sure that all learners have the best possible chance to succeed. The table also includes useful information regarding exams and exam access.



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)

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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

The next section focuses on the process that schools should follow when EAL learners who may have SEND transition between educational settings.

2.5 Transitioning between educational settings



Table 2.5 Transitioning between educational settings



Actions	Who is directly involved?	Who contributes?	Who needs to know?	Inclusion outcomes
Gather information	SENDCo EAL Co-ordinator	The learner Family or carers Teachers Pastoral care team Social workers where relevant	SLT	The learner receives support to manage the transition
Provide the family with the SEND guidance for families information sheet	SENDCo or EAL Co- ordinator	Interpreters and translators, where needed	All teaching staff who teach the learner	Families have a clear overview of the SEND system in English schools

2.5.1 Considerations for transition to a new educational setting

The process of transition, whereby learners move from one stage of education to another, can be potentially problematic for EAL learners who have SEND. Problems can arise due to differences in the identification processes and systems used in different schools, and in staff expertise. Many schools prioritise SEND provision due to its status as a protected characteristic, but EAL may be overlooked or not considered in as much detail.

With so many agencies and other services feeding into school provision, it is key that as much information as possible is gathered and shared when a learner enters a new setting. Equally, it is important that schools do not rely on information from a previous setting, and carry out their own assessments and monitoring of new admissions in case things have been missed. Transitions can go much more smoothly when parents or carers, teachers, and the learner are all involved, and when schools share accurate data and information. Building an accurate picture of the country or countries a learner comes from, the language(s) they speak at home, how long they have been in the UK, how long it took them to get here, and what religion (if any) they follow can reduce the chance of misdiagnosing SEND.

The following questions can be used as a checklist for the EAL Co-ordinator and SENDCo during the transition of learners between educational settings.

- 1. Do the EAL and SEND teams have access to a detailed developmental profile and key assessment results?
- 2. Are parent/carer meetings recorded and does the information highlight any needs and concerns?
- 3. Have concerns been raised and has support been implemented?
- 4. Have support and provision been detailed on a support plan?
- **5.** Has the previous setting provided records of progress?
- 6. Do the learner and their family or carer understand the changes that will occur when moving into the next stage, and are they fully supported, with additional transition visits to the classroom and to meet the teacher?
- **7.** Are classrooms EAL-friendly, with visual cues and labelled areas?
- 8. Do learners understand the areas within each classroom, their functions, and expectations, e.g., where coats go?

Primary to secondary

- 1. Do secondary schools have an information sheet that is sent out to feeder schools?
- 2. Are secondary schools asking for EAL information as well as SEND information from the previous setting?
- 3. Are EAL staff and the SENDCo involved in the transition process?
- **4.** Is information gathered from learners and parents/carers as well as the feeder school?
- **5.** How is SEND information shared between settings?
- 6. What assessments are carried out with the Year 7 cohort?
- 7. Is year-group data collected and analysed from an EAL viewpoint?
- 8. Are provision and support made available for the language needs of EAL parents during the transition process?
- 9. Is provision made for additional visit days ahead of the school's universal offer, and does it allow the learner and their family to meet the EAL and SEND teams?
- 10. Is all parent/carer information accessible in different languages and with jargon removed?
- 11. Do parents/carers understand the school calendar, and the school's policies on uniform, PE, homework expectations, online learning, and ParentPay?
- 12. Have schools taken any religious and/or cultural needs into consideration in their transition planning (e.g., fasting at Ramadan)?
- 13. Are schools planning for preparation for adulthood, and are relevant services and support available?

Secondary to post-16:

- 1. Have all applications to post-16 settings for EAL learners who have SEND been supported?
- **2.** Have additional visits been arranged for these learners, including meeting with their new setting leads?
- **3.** Are families able to access support in the new setting and do they have contact details if they need them?
- **4.** Have all relevant files, paperwork, and information been sensitively passed to key leaders in the new college?
- **5.** Where a child is an unaccompanied minor or looked-after, has a social worker made plans with the designated looked-after child and/or pastoral leads?

2.5.2 Information gathering when admitting new EAL learners who have SEND

The following transition information form provides a framework for a holistic and systematic information gathering process when admitting new EAL learners who are known to have SEND.

SENDCos should carry out the following steps:

- 1. Complete the administrative sections of the transition information form first.
- 2. Contact parents/carers and arrange a meeting to gather information about developmental milestones, medical history, etc. Before the meeting, give families the SEND guidance for families information sheet (see page 73), translated where necessary, so that they can come prepared with any questions they may have.
- 3. Meet with the learner and complete the pupil voice sections of the form.
- **4.** Gather information from the learner's former teachers and the EAL Co-ordinator at their previous school regarding academic progress and barriers.

Date:





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Pupil's full name:		

Pupil profile: Yes No SEND support: Yes No EHCP: Yes No

Pupil information

Year:

Previous school name and contact details:

Languages spoken at home (main and other):

English proficiency levels Listening Speaking Reading Writing

Band A: new to English

Band B: early acquisition

Band C: developing competence

Band D: competent

Band E: fluent

School information

Attendance:

Punctuality:

Behaviour:

Attainment levels:	
Reading:	
Writing/spelling:	
Maths:	
Science:	
Other:	
Additional background information:	
What is working?	
What is not working?	
What is not working:	
Barriers to learning:	

Interventions and support in place:

Reasonable adjustments, including exam access:

Friendships:

Social, emotional, and mental health difficulties:

Pupil's voice

My interests and hobbies:

What I am good at:	
My aspirations:	
What helps me to learn:	
What I find difficult:	
What makes it hard for me to learn:	

Family information

Pregnancy or birth complications:

Developmental milestones:

Walking:

Talking:

Toilet training:

Health checks:

Hearing:

Eyesight:

Nursery schools attended:

Difficulties with:

Early and imaginative play:

Eating (include dietary needs):
Dressing:
Friendships:
Fine motor skills (handwriting, using scissors, tying laces, etc):
Gross motor skills (riding a bike, walking, running, swimming, etc.):
Organisational skills:

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Expressing emotions and understanding needs of others:

Additional medical information:

Agencies involved:

For additional guidance on school transition for EAL learners, see www.bell-foundation.org.uk/transition-guidance.

The next section pulls together the steps outlined in this guidance, and presents four case studies that offer practical examples of how schools can go about identifying and creating provision for EAL learners who also have SEND.



Case studies



www.bell-foundation.org.uk



Introduction

This section presents four case studies, one each from the four key stages, where a child learning EAL was identified as also having SEND. The case studies provide examples of how each child was assessed and what language and special needs support was put in place, while highlighting how collaboration and communication between the EAL and SEND leads can bring about positive outcomes.

These case studies can be used as training/CPD resources for staff, and to illustrate to the SLT the kind of systems that could be introduced or strengthened in their school. They also include discussion questions to guide schools in considering their practice and thinking about ways to strengthen the early identification and ongoing support of EAL learners who have SEND.





1.1 Background information

Adaya was born in the UK, of Bangladeshi heritage. Her home language is Bengali and her family is Muslim. She attends nursery.

At home: In the initial interview with her parents, they explained that Adaya does not understand instructions and does not respond to her name. Unless she knows someone, she does not make eye contact. She plays with her siblings but does not understand role play games and struggles to share toys. She can make noises like "mama" and "baba" but does not relate them to any particular person. At times she bangs her head in frustration and reacts badly to noises like the hair dryer and vacuum cleaner. Adaya's older siblings did not follow this developmental pattern.

At nursery: The observations from nursery include that she does not like to play with other children and prefers to play alone. She struggles with turn-taking and can only communicate with body language or intensive interaction. She does not like certain noises, often refuses to eat food at nursery, and can become upset and frustrated easily.

1.2 Questions for discussion

- **1.** What additional information would you need to help you identify Adaya's language and special educational needs?
- **2.** What tools would you use and what procedures would you follow to gather that information?

1.3 Frameworks for action

1. Language support:

- → Speak with the family about what languages they use at home, and how much they use Bengali. Find out whether Adaya responds better to English or Bengali and what language other family members use to communicate with her. Does she have difficulties with both languages? Is there any opportunity for her to use the home language in the nursery setting?
- → Is the nursery setting providing culturally familiar food and toys?
- → Ask parents to complete a home observation and feedback developmental questionnaire (see page 85).

2. Family support:

- → Create opportunities for the family to network within the school community and to connect with families with similar backgrounds.
- → Where necessary, identify local community groups and charities that can support the family to meet any financial and emotional needs.

3. SENDCo next steps:

- → SENDCo receives the initial concern referral, which includes EAL information.
- → SENDCo, EAL Co-ordinator, and early years practitioners work closely on evaluating the early years profile and development milestones matrix (see https://bit.ly/eyfsprofile-2024),
- → SENDCo carries out observations, using the ABC format, to ensure further investigation of social communication needs and/or sensory and cognition and learning needs.
- → SENDCo meets the family, supported by an interpreter (where necessary), to confirm background information and possibilities for progress. Further assessments can be sought through specialist local authority agencies, who support SEND within early years settings and work closely with staff, the SENDCo, and the EAL Co-ordinator to identify needs as language support continues.
- → EAL Co-ordinator and SENDCo continue to meet to consider the possibility of SEND.

4. Transition:

- → Consider early transitional planning and support using the early years developmental milestones screening tool for each setting. Ensure information sharing takes place during early spring to summer term of early years into reception age and reception into Year 1.
- → Once the child moves into KS1, further assessments and screening will take place and the development early years profile and milestones will be reviewed.
- → Early years practitioners work closely with both the EAL Co-ordinator and SENDCo, who pass on information to KS1 leaders regarding ongoing language and pastoral support needed and about any SEND concerns.

Case studies 1 2 3 4 A 157



2.1 Background information

Faisal is a refugee from Afghanistan, who has recently arrived in England with his parents and two older siblings. Faisal speaks Persian but is not able to read or write in Persian as he has never attended school. His parents do not speak English and his older siblings, like him, have had limited or no access to education.

Assessments conducted at school

1. English proficiency.

Speaking and listening	Faisal is unable to respond to simple questions
Reading	Faisal does not know the English alphabet and cannot understand text or match words with pictures
Writing	Faisal is unable to form any letters independently. When copying lines and shapes, he struggles to hold a pencil and keep to the lines

Faisal is at band A (new to English).

2. Mathematics.

Faisal is not aware of any simple mathematical symbols or numbers and cannot order numbers from 1 to 10.

3. Home language.

Faisal can use simple vocabulary in Persian and give short answers to questions. He is not able to read or write in Persian.

4. General observations.

Faisal is not familiar with the school environment and struggles to concentrate and follow basic routines. He is happy to engage with others but struggles to communicate.

2.2 Questions for discussion

- 1. What support strategies would you put in place to support Faisal with his English acquisition?
- 2. What pastoral care could you put in place to support Faisal's social and emotional needs?
- 3. How could your school best support Faisal's family?
- **4.** What steps should the SENDCo take next, to be sure of identifying any SEND that Faisal may have?

2.3 Frameworks for action

1. Language support:

- → Place Faisal in a mainstream class, with TA support.
- → Use one-to-one and small-group interventions for children with no previous school literacy and who are at the early literacy stage. Refer to The Bell Foundation's Classroom Strategies (www.bell-foundation.org.uk/eal-classroom-guidance-strategies), linked to the EAL Assessment Framework, for useful strategies.
- → Track Faisal's progress using The Bell Foundation's EAL Assessment Tracker (www.bell-foundation.org.uk/eal-assessment-framework).

2. Pastoral care:

- → Ensure wellbeing staff create a support plan that can include a named key member of staff to aid mentoring.
- → Provide one-to-one check-ins for emotional support and assessment of organisational needs when settling into a key stage.
- → Pastoral teams can utilise self-esteem, friendship-building, and emotional-regulation skills, such as Healing Classrooms (https://bit.ly/healing-classrooms).
- → Encourage Faisal to attend after school and local community groups and clubs of interest.

3. Family support:

- → Create opportunities for the family to network within the school community and to connect with families with similar backgrounds.
- → Identify local community groups and charities who can support the family meet any financial and emotional needs, including addressing the trauma they may be experiencing because of their dislocation.

4. SENDCo next steps:

- → SENDCo receives the initial concern referral, which includes EAL information.
- → SENDCo carries out observations, using the ABC format, to highlight further investigation of cognition and learning needs.
- → SENDCo meets the family, supported by an interpreter, to establish background and explore possibilities for progress. Language support and wellbeing support continue.
- → EAL Co-ordinator and SENDCo continue to meet to consider the possibility of any SEND.
- → Exam access adjustments put in place for tests and exams and for SATs in Year 6.

5. Transition:

→ Once Faisal finishes primary school, the EAL Co-ordinator and SENDCo pass on information to the secondary school regarding ongoing language and pastoral care support needed and about any SEND concerns.



3.1 Background information

At home: Zain was born in the UK and has Pakistani heritage. He speaks Urdu at home. His mum does not speak English, but his dad does, although he is at work most evenings.

From previous primary school: The school did not identify any SEND, but Zain's progress in reading, writing, and mathematics is below expectations. Zain has had full primary education, with no gaps, in the UK, but has a reading comprehension age of 10; his written work shows poor spelling at a level around age 6.9 years; he has a reading decoding level at age 7.3 years; and he struggles with higher-level vocabulary and grammar. His English proficiency level has been assessed as at band C (developing competence).

Zain's CAT scores are:

Non-verbal	100
Verbal	87
Quantitative	92
Spatial	87
Mean	91

3.2 Questions for discussion

- 1. What language support strategies would you put in place to help Zain achieve fluency in English?
- **2.** What advice and support could you give Zain's family to support his literacy development at home?
- **3.** What next steps could the SENDCo take to identify and provide support for any SEND Zain might have?

3.3 Frameworks for action

1. Language support:

- → Conduct a home language assessment;
- → Arrange reciprocal reading intervention;
- → Support all subject teachers to adapt teaching approaches;
- → Set language targets and continue to track progress;
- → Continue to gather evidence of language development and raise any concerns with the SENDCo.

2. Family support:

- → Encourage the family to support reading at home, including visits to the local library, if possible.
- → This guidance could be helpful on advising families on how best to support learning at home: www.bell-foundation.org.uk/helping-children-learn.

3. SENDCo next steps:

- → If staff have raised an initial concern, SENDCo to conduct ABC observations in the classroom and use the SEND indicator matrix. SENDCo to highlight difficulties Zain has with letter reversals, with presentation of his work, and with recalling information.
- → SENDCo contacts Zain's parents about the concerns and explains the next steps in the SEND process (refer to SEND flow chart on page 69). Arranges for interpreters/ translations where necessary.
- → SENDCo and EAL Co-ordinator meet with the parents to discuss observed indicators and explain how the school can put support in place. Parents complete the home observation and developmental feedback questionnaire (see page 85), translated where necessary.
- → EAL Co-ordinator and SENDCo have a strategy meeting, drawing on evidence from Zain's writing in his home language, if available; the outcomes from the EAL assessment; samples of Zain's work from his subject classes; information about strengths in mathematics; and observations in non-core subjects such as PE and drama.
- → SENDCo conducts a session for Zain to create an All About Me profile, so that he can identify what is working, what is not working, and what he experiences as barriers to learning.
- → SENDCo gathers feedback from all of Zain's teachers.
- → SENDCo and EAL Co-ordinator plan and conduct observations across contexts and complete the SEND indicator matrix.
- → SENDCo conducts further screening for learning challenges, including for dyslexia, visual distress when reading, tests for working memory, and further psychometric tests for reading, among others.
- → SENDCo conducts a follow-up meeting with the parents to discuss observations and assessment outcomes and the assessment that Zain shows broad areas of need under a profile of dyslexia. The SENDCo explains the provision, as set out in Waves 2 and 3, that will be put in place.

4. Further support could include:

- → Refer to the provision map on page xx for examples of support that can be put in place within the school and of referrals that can be made to external agencies.
- → Access online dyslexia literacy programmes, structured phonological reading schemes, guided and paired reading interventions, and precision teaching for spelling.
- → Refer to the local SEND inclusion team for additional support and recommendations.

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4.1 Background information

At home: Hoi Lam was born in Hong Kong and arrived in England recently. She is in Year 10. Her father is still in Hong Kong and Hoi Lam lives with her mother and an older sibling who attends university. The family speaks Cantonese at home.

Previous schooling: Hoi Lam attended a state school in Hong Kong, with no disruptions in her schooling. She studied English as a subject. The only intervention at her previous school was working in small groups to focus on reading and writing. Hoi Lam's family provided a report to her new school in England that indicated that she had very low levels of attainment, with significant difficulties in cognition and learning. The report included a certificate for special exam arrangements.

Assessments and observations

1. English language proficiency:

Reading decoding	Age 7.0
Reading comprehension	Age 7.07
Spelling	Age 8.04
Speaking and listening	Hoi Lam did not respond verbally to basic questions or instructions but was able to follow simple instructions
Reading	Hoi Lam was able to extract basic meaning from text and follow simple instructions
Writing	Hoi Lam wrote in simple sentences, with errors, and showed knowledge of punctuation. Words had to be repeated during the spelling test as she was slow to write. Her writing showed issues with subject–verb agreement, the use of the past tense, and determiners

Observations: Hoi Lam needed a lot more time to complete the assessment tasks compared to other pupils who use EAL. She was slow to respond and often silent, instead of responding with a yes/no or other simple answer. She does not interact with other students in the class and struggles to communicate with students who also speak Cantonese.

EAL assessment: band B (early acquisition).

2. Mathematics:

Hoi Lam has a good understanding of mathematical functions but was not able to access questions that were "wordy". There was evidence of gaps in her subject knowledge with certain topics.

3. Home language assessment:

Hoi Lam did not produce a long piece of writing. She used simple vocabulary, and the sense was not always clear from the sentence construction. Her writing contained spelling and grammar errors.

4.2 Questions for discussion

- 1. What interventions would you put in place to support Hoi Lam with her English language acquisition needs?
- **2.** How could you support Hoi Lam's mother to understand her daughter's needs and the provisions the school will put in place to support her?
- **3.** Read the feedback from Hoi Lam's teachers, below. What are the main indicators that this student has SEND? What further actions should be taken?
- **4.** What are the next steps the SENDCo should take to address Hoi Lam's special educational needs?
- **5.** What should you put in place to ensure speech and language assessments are carried out effectively?
- **6.** How best can you communicate the outcome of the assessments to Hoi Lam's family?
- 7. What exam access arrangements might Hoi Lam be entitled to and how would you go about assessing/testing for these?

4.3 Frameworks for action

1. Language support:

- → For EAL learners who have significant language needs, schools could look at reducing the number of GCSE options taken. By adding an EAL intervention in one of their GCSE option blocks, learners can have specific language work and support with their other GCSE choices. Ensure pupils still have a breadth of GCSE option choices that link to their aspirations, and that the home-language GCSE is also taken up where relevant.
- → TA support provided in class for key subject areas.
- → Small SEND group for English GCSE.
- → EAL Co-ordinator alerts SENDCo to concerns.
- → EAL team gathers teacher feedback and passes it on to SENDCo.

2. Teacher observations and feedback:

- **2.1 EAL intervention**: Frequently needs prompting and still doesn't write much. Hoi Lam has been provided with differentiated resources but struggles to pay attention and needs one-to-one support and prompting. She struggles to concentrate for more than five minutes in any activity. She rocks back and forth regularly in class and sometimes talks quietly to herself. When asked a question she responds very slowly and lacks fluency.
- **2.2 Science**: Hoi Lam has little or no engagement with the work. I have tried to provide differentiated tasks such as keyword translation sheets. She has had some success translating key words using her phone but is not able to use these words in sentences and is not accessing any of the main lesson content.
- 2.3 Food technology: Hoi Lam has little engagement. She looks around the room and smiles. She is unable to do simple tasks, even when supported. I set simple practical tasks I thought she could do, such as hold a pan handle or stir, but she struggled. I have tried to provide differentiated tasks such as keyword translation sheets and work for primary school learners, but she hasn't completed it.
- **2.4 English**: Hoi Lam is really struggling in the English access group. Despite preteaching and TA support, she seems unaware of most of the content of lessons and is unable to complete the simplest tasks. She is in a group with quite vocal pupils but doesn't seem intimidated by the atmosphere. Rather, she doesn't seem to be very present.
- **2.5 Mathematics**: Hoi Lam does not speak at all in class. She has completed a baseline assessment (Y7) on basics and scored 37 out of 60. She has a greater ability than the rest of the pupils in the class and will probably move sets. My concern is her English and her ability to understand the teacher. At times she rocks slowly backwards and forwards in class.
- **2.6 Form tutor**: Hoi Lam doesn't interact with anyone in her form. She's often late to form. When she does come, she seems confused about where she should be. On a few occasions she has come at 8.45 am, when period one was about to start. She is mostly quiet and keeps to herself. She has a routine that she does when she comes into class, which is a bit like a dance.

3. SENDCo next steps:

- → SENDCo receives the initial concern referral with detailed EAL information and conducts ABC observations, following the SEND indicators matrix.
- → SENDCo holds a meeting with the family, with an interpreter present, to confirm that the learner had exam arrangements in place previously, but no SEND had been identified. The SENDCo communicates to the family that Hoi Lam has only made limited progress, despite language support and intervention for a slow learner.
- → SENDCo undertakes screening to identify social, pragmatic, speech and language, and cognition and learning needs.
- → SENDCo meets with Hoi Lam and creates an All About Me profile with her, observing her social and pragmatic needs while in the assessment.
- → SENDCo continues to meet with the EAL Co-ordinator regularly to consider Hoi Lam's special educational needs.
- → SENDCo creates an exam access administrative form and conducts exam access adjustments. Hoi Lam demonstrates significant difficulties with phonological processing speed, auditory processing, and hand-eye coordination and tracking, using handwriting speed tests, a visual distress test, working memory, and processing speed tests for exams. She meets the criteria for 25% extra time, writing in a small room, using a word processor, a reader pen/computer reader, and having rest breaks and a prompter.
- → SENDCo meets with Hoi Lam's mother to gather further information, and asks her to complete the home observation and developmental feedback questionnaire (see page 85), a sensory profile, and an SDQ in the language she knows best.
- → SENDCo identifies that Hoi Lam has SEND regarding communication and interaction, and cognition and learning. Her family agrees that she should be added to the SEND register and the SENDCo completes a SEND profile and passport.
- → SENDCo circulates information and related strategies to all relevant staff.
- → SENDCo uses the provision map and highlights Waves 2 and 3 provision.
- → The EAL Co-ordinator continues to promote language support that includes SEND strategies. This includes using visuals, colourful semantics, mind maps, a focus on the meaning of instructions: first, next, now, and then, and building in one-to-one support where possible.
- → SENDCo sets up meetings for screening and observations to explore possible neurodivergence.

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4. SENDCo referrals and graduated response:

→ Hoi Lam is referred for a speech and language assessment, conducted in her home language with an interpreter.

- → SENDCo refers Hoi Lam to a dyslexia screener to identify a dyslexia profile.
- → Interventions are put in place to meet Hoi Lam's cognition and learning, speech and language, and SEMH needs. She exhibited low self-esteem and took part in a selfesteem intervention and study skills sessions to support organisation, recall, and revision strategies.
- → Hoi Lam accessed a small social-skills group during unstructured times to help her develop social skills, initiate and maintain friendships, and support preparation for adulthood.
- → Hoi Lam exhibited significant speech and language difficulties in her home language, and a developmental delay. NHS recommendations were adapted to support interventions and provision at school and at home.
- → The SEND team continue to provide support for Hoi Lam to develop social skills, and by using Talking Mats, comic strips, and cartoons. The team builds a sensory profile and considers whether Hoi Lam shows autistic traits.
- → The SENDCo initiates transition planning for Hoi Lam to move from KS4 to post-16 settings.





Resources



www.bell-foundation.org.uk



A. Organisations and resources for EAL

- 1. The Bell Foundation: Providing training and a wide range of resources and guidance for school staff who work with learners using EAL.
 - Website: www.bell-foundation.org.uk/.
- **2.** NALDIC: The national EAL subject association, providing networking, information, and resources for teachers. Website: https://naldic.org.uk.
- **3.** Young Interpreters Scheme: Providing training of children from ages 5 to 16, to support new arrivals who use EAL, run by Hampshire County Council. Website: https://bit.ly/young-interpreters.
- **4.** WALS: The World Atlas of Language Structures, a database of the structural properties of languages. Website: https://wals.info/.

B. Organisations and resources for SEND

1. General

- 1.1 nasen: The National Association for Special Educational Needs, providing information, training, and resources. Website: https://nasen.org.uk/.
- 1.2 The SEND Code of Practice (2015): The official statutory guidance for schools in England. Website: https://bit.ly/send-code-practice.
- 1.3 Supporting SEND: Providing research and analysis on the provision of SEND support in schools. Website: https://bit.ly/supporting-send.
- 1.4 Early years and foundation stage profile: A tool to assess developmental milestones and matrix assessment under early years needs. Can be utilised into KS1 to inform needs. Website: https://bit.ly/eyfs-profile-2024.
- 1.5 SENDIASS: Special Educational Needs and Disabilities Information Advice and Support Services, providing information, advice and support to families, carers, and young people. Website: https://bit.ly/kids-sendiass.

2. Assessment

- 2.1 British Dyslexia Association: Providing dyslexia assessment resources for use in whole-school screening and/or by a qualified dyslexia specialist.

 Website: https://bit.ly/about-dyslexia.
- 2.2 British Dyslexia Association: Providing dyscalculia assessments for difficulties in learning and cognition and maths. Website: https://bit.ly/about-dyslexia.
- 2.3 SASC: The SpLD Assessment Standards Committee, providing assessments for SpLD. Website: https://sasc.org.uk/sasc-downloads/.

3. Specific areas of need

- 3.1 Neurodivergence
 - Autism Education Trust: Supporting assessment and understanding of neurodiversity. Website: www.autismeducationtrust.org.uk/.
 - ADHD UK: Providing guidance, resources, and training.
 Website: https://adhduk.co.uk/.
 - ADHD Foundation The Neurodiversity Charity: Offering training, guidance on screening, and resources. Website: www.adhdfoundation.org.uk.

3.2 Hearing impairment

- National Deaf Children's Society: Providing support for families, children and young people, and professionals. Website: www.ndcs.org.uk/. This society has guidance specifically related to learners using EAL, available at: https://bit.ly/deaf-eal.
- 3.3 Speech, language, and communication
 - Me first: Providing resources to share ideas and expertise in communicating with children and young people. Website: www.mefirst.org.uk/.
 - Public Health England: Best start in speech, language and communication.
 Assessments and resources to overcome barriers to communication.
 Website: https://bit.ly/best-start-speech.

- NHS Community Health Speech and Language Therapy: Providing services, including guidance for parents. See local area websites.
- Speech and Language UK: A charity that provides support to families and training for teachers. Website: https://speechandlanguage.org.uk/.
- Lego Therapy: A resource used to support social, communication, and interaction skills, and also useful for neurodivergent students. Website: https://bit.ly/what-is-lego-therapy.

3.4 Cognition and learning

• SEN support: Government advice and support for pupils' early assessments with SEND, providing guidance and services for children and young people who have special educational needs and disabilities.

Website: https://bit.ly/sen-support-rea.

3.5 Visual impairment

• NHS: Resources available in each local area, with a specialist service for children and young people who have a visual impairment.

C. Organisations and resources for refugees and asylum seekers

- **1.** City of Sanctuary: Building networks of cities and schools across the UK to create welcoming, safe spaces for refugees. Website: https://schools.cityofsanctuary.org/.
- **2.** Refugee Council: Working with refugees and people seeking asylum in the UK. Website: www.refugeecouncil.org.uk/.
- **3.** Refugee Education UK: Supporting young people gain access to education. Website: www.reuk.org/
- **4.** International Rescue Committee Healing Classrooms: Providing free trauma-informed training for teachers to create welcoming spaces for children fleeing conflict and disaster. Website: https://bit.ly/healing-classrooms.

References

- 1. UK Government Statistics Service (2023) https://bit.ly/sen-in-england.
- **2.** Department for Education and Department of Health and Social Care (2015) SEND Code of Practice: https://bit.ly/send-code-practice.



Appendix

EAL and SEND: A Framework for Integrated Provision in Schools



www.bell-foundation.org.uk



- Whole-school audit tool
- EAL audit tool
- SEND audit tool
- Post-audit action plan
- Table 2.1 Admission and language assessments
- SEND guidance for families
- New EAL learner:
 Information-gathering form
- Table 2.2 Referral
- Staff observation sheet
- Home/family questionnaire
- Initial concern referral form
- Zones of regulation
- EAL Co-ordinator/SENDCo planning tool: Sample meeting agenda

- Table 2.3 Further information gathering
- SENDCo assessment proforma
 (for use following receipt of initial concern referral form)
- ABC observation form
- SEND indicator matrix:
 Early years and primary
- SEND indicator matrix: Secondary
- Table 2.4 Initiating and embedding a graduated response
- Ongoing information gathering, observations, and assessment form
- Provision map for EAL learners who have SEND (primary and secondary levels)
- Key assessment points
- Table 2.5 Transitioning between educational settings
- Transition information form

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Roles & responsibilities tables

Information sheets







Want to print or share any forms or resources?

This section contains all our resources on self-contained, printable pages.



You can also download them from <u>bell-foundation.org.uk/eal-send-guidance</u> or by clicking this icon on an individual form.

Whole-school audit tool	\bigcirc
Review	R A G
Policy	
 Does the school's inclusion policy clearly identify how EAL learners who have SEND fit into the school's support systems? 	
Evidence:	
Actions:	
2. Do the school's policies, systems, and strategies for SEND provision clearly include EAL learners who have SEND?	
Evidence:	
Actions:	

Strategies, plans, & systems

1. Does the school have an effective strategy and action plan for supporting EAL learners who have SEND?



Evidence:

Actions:

2. Does the school provide a framework for staff, including subject teachers and support staff, who work with EAL learners who have SEND?



Evidence:

Actions:

3. How are EAL learners who have SEND embedded into the school's graduated resport to SEND?	nse
Evidence:	
Actions:	
4. How effective are the school's systems at early identification of EAL learners who has	avo A
SEND?	ave
Evidence:	
Actions:	

5. How effective are interventions at Waves 2 and 3 of the school's graduated response at removing the barriers to learning that EAL learners who have SEND face?



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Evidence:

Actions:

Roles: leadership

1. Is the SLT leading an inclusive agenda for EAL learners who have SEND?



Evidence:

Actions:

2. Does the school have an EAL Governor?	
Evidence:	
Actions:	
3. Does the EAL Governor support the school's provision for EAL learners who have SEND?	
Evidence:	
Actions:	

4	. Does the SEND Governor work closely with the SENDCo to address gaps in knowledge
	and support for EAL learners who have SEND, within SEND practice?



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Evidence:

Actions:

5. Is there a member of the SLT who has responsibility for EAL and who also has SEND knowledge?



Evidence:

Roles:	EAL	& SEND	co-ordinators
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1. Are the EAL and SEND Co-ordinators (or those responsible for EAL in schools where there is no named co-ordinator role) aware of their roles and responsibilities and how those interact?



Evidence:

Actions:

Expertise & professional development

1. Is the SENDCo knowledgeable about and confident in leading on the initial concerns about EAL learners who have SEND?



Evidence:

2.	. Are support staff, teaching staff, inclusion lead	ls, a	nd the	SENDCo	knowle	dgeable
	about identifying EAL learners' needs?					



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Evidence:

Actions:

3. Are support staff, teaching staff, inclusion leads, and the EAL Co-ordinator knowledgeable about identifying SEND?



Evidence:

4. Does the school access and provide ongoing professional development for all relevant staff, to ensure they can identify and support EAL learners who have SEND?	
Evidence:	
Actions:	
Resources	
1. Are EAL learners who have SEND – together with their families and carers – able to access multilingual resources (e.g., books, dictionaries, and assistive technology), as well as appropriate guidance on their use?	
Evidence:	
Actions:	

Outcomes

 Does the school 	l's provision	impact posit	ively on EAL	learners'	attainment?
-------------------------------------	---------------	--------------	--------------	-----------	-------------

Evidence:

Actions:

2. Does the school's provision impact positively on the attainment of learners who have SEND?

Evidence:

EAL audit tool	\bigcirc
Review	R A G
Policy	
1. Does the school have a robust race equality, inclusion, and EAL language policy?	
Evidence:	
Actions:	
Do inclusion policies include key information about identifying EAL and SEND and link to the school's SEND and inclusion policy?	
Evidence:	
Actions:	

Strategies, plans, & systems

1. Does the school have efficient and sensitive systems for collecting contextual data about newly arrived multilingual learners and for the early identification of those who have EAL learning needs and SEND?



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Evidence:

Actions:

2. Does the school use a range of appropriate resources to gather information about new learners' EAL status and SEND; for example, distributing family background questionnaires, requesting information from previous schools, and capturing the pupil's voice?



Evidence:

3. Is whole-school assessment data analysed for early indicators that learners using EAL may have SEND?	
Evidence:	
Actions:	
4. Do the individual language plans incorporate information about SEND and are pupil profiles regarding both EAL needs and SEND drawn up and shared with all their teachers?	
Evidence:	
Actions:	

Roles: EAL & SEND co-ordinators

1. Do the EAL and SEND Co-ordinators conduct observations in class to ensure that EAL learners who are struggling because of language difficulties have not been misdiagnosed as having SEND?



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Evidence:

Actions:

2. Does the SENDCo undertake quality assurance (QA) measures, by observing EAL learners in class to ensure that language barriers are being removed in the delivery of quality first teaching (QFT)?



Evidence:

3. Is the EAL Co-ordinator able to identify SEND-related difficulties for learners using EAL?	
Evidence:	
Actions:	
4. Do the EAL and SEND Co-ordinators meet regularly to consider assessments and needs for EAL learners who have SEND?	
Evidence:	
Actions:	

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Expertise & Professional development

1. Does the EAL Co-ordinator, in collaboration with the SENDCo and SLT, facilitate CPD for all frontline staff to develop their understanding and ability to assess, support, and adapt teaching for EAL learners who have SEND?



Evidence:

\bigcirc
R A G

2. Does the school's graduated response and SEND provision map include EAL considerations?



Evidence:

Actions:

3. Does the school have robust systems in place for early identification of EAL learners who have SEND?



Evidence:

4. Does the school provide assessments that identify SEND and do not conflate thes with language needs?	se O
Evidence:	
Actions:	
5. How effective are school-wide communication systems (SEND and pastoral supposystems that communicate concerns and/or needs) at removing any language bar to identifying EAL learners who have SEND?	
Evidence:	
Actions:	

6. Do the views of learners and their families form a central part of the school's planning and provision?



Evidence:

Actions:

7. How effective are the school's systems for communicating with families, carers, and EAL learners at removing language barriers to identifying possible SEND?



Evidence:

8. Do the school's SEND, pastoral, and wellbeing systems ensure that the emotional wellbeing needs of EAL learners who have SEND are met within the universal offe	
Evidence:	
Actions:	
9. Are there efficient systems in place to effectively monitor and track provision for progress of EAL learners who have SEND?	and O
Evidence:	
Actions:	
Actions:	
Actions:	

Roles: EAL & SEND co-ordinators

1. Do the EAL and SEND Co-ordinators meet regularly to discuss initial concerns and support for EAL learners who have SEND?



Evidence:

Actions:

Beyond school

1. Are referrals for EAL learners who have SEND prioritised, and do they sit within the local offer with a range of agencies, such as speech and language teams or educational psychologists? Do referrals communicate the need to remove language barriers?



Evidence:

2. Does the school raise the profile of EAL learners who have SEND – at both agency and authority levels – when supporting families with applications for an EHCP and when making assessments for inclusion funding?	
Evidence:	
Actions:	
3. Are there opportunities for collaboration with local schools and other settings to reflect on and share best practice?	
Evidence:	
Actions:	

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Professional development

1. How effective is SEND-related CPD for all staff in the improvement of quality provision and support for all learners? For example, professional development to help staff identify SEND indicators, understand language barriers that EAL learners may face, etc.)



Evidence:



Post-audit action plan



	Actions	Who	Outcomes
Roles and responsibili- ties	 Analyse the needs identified by your audits. Assess delegated roles and clarify responsibilities. If possible, appoint staff to key roles where there are gaps. 	SLT SEND Governor SENDCo EAL Co-ordinator	Role players have clearly designated roles and responsibilities

Analysis and review:

Depth of the language policy to include SEND considerations. Update and review the school's SEND Inclusion Policy and school SEND report to ensure procedures and systems are in place. Audit staff skills and arrange professional development sessions for all relevant staff, to strengthen their knowledge on the indicators that EAL learners.	SLT SEND Governor SENDCo EAL Co-ordinator	Early identification leads to early support for EAL learners who have SEND, which in turn leads to better learning outcomes SENDCo confidently leads on early identification Systems fully operational to ensure early identification
the indicators that EAL learners present when they have SEND.		
2	include SEND considerations. Update and review the school's SEND Inclusion Policy and school SEND report to ensure procedures and systems are in place. Audit staff skills and arrange professional development sessions for all relevant staff, to strengthen their knowledge on the indicators that EAL learners	include SEND considerations. Update and review the school's SEND Inclusion Policy and school SEND report to ensure procedures and systems are in place. Audit staff skills and arrange professional development sessions for all relevant staff, to strengthen their knowledge on the indicators that EAL learners

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Referrals

1. Create a flow chart setting out the referral process for SEND identifiers in EAL learners.

- 2. Arrange professional development sessions for showing staff how to use referral indicators.
- 3. Ensure staff are able to access online referral forms.

SLT

SENDCo

EAL Co-ordinator

SENDCo admin

Staff know when to refer and who to contact

Staff confidently use the referral forms and make referrals in line with expectations

Analysis and review:

Professional development

- 1. Create a calendar of CPD sessions.
- 2. Develop focused QA observation with curriculum and pastoral leads.
- 3. Continue to arrange professional development for TAs and fill gaps in knowledge and understanding.

SENDCo

EAL Co-ordinator

SLT

Curriculum leads

Pastoral leads

Staff can discriminate between EAL needs and SEND

SEND team confidently use indicators of the presence of SEND in EAL learners

Ongoing CPD supports the identification of SEND at whole-school level

TA deployment creates effective support for EAL learners who have SEND

Provision

- 1. Strengthen EAL assessment to ensure accurate identification of language support needs.
- 2. Evaluate and amend the SEND provision map to include provision for EAL learners who have SEND.
- 3. Develop provision under the four broad areas of need.
- Develop regular strategy meetings for the EAL Co-ordinator and SENDCo.
- 5. Develop family partnerships to remove the stigma of SEND.
- Arrange professional development for all relevant staff.

SENDCo

EAL Co-ordinator

Curriculum leads

Teaching staff

Families and carers

EAL Co-ordinator leads on provision of language support

SENDCo confidently leads on provision for EAL learners who have SEND

Learners access the SEND provision through a graduated response model

Staff adapt teaching and remove barriers to learning

Analysis and review:

Health provision

- 1. Review, develop, and update the school's provision map.
- 2. Develop social, emotional, and mental health (SEMH) Waves 2 and 3 support.
- 3. Develop a trauma-informed response to supporting learners.

SENDCo

EAL Co-ordinator

Pastoral and wellbeing staff

Provision supports learners' social, emotional, and mental health

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Data tracking

1. Create a tracking system to record data on the progress of EAL learners who have SEND.

EAL Co-ordinator

SENDCo

EAL learners who have SEND achieve, or exceed, set targets at KS4

- 2. Share data with appropriate staff, including teachers.
- 3. Use collected and shared data to set appropriately challenging targets and monitor progress.

Analysis and review:

External support

- 1. Work with a range of agencies to develop targeted and specialist support and interventions.
- 2. Use a range of screening tools to assess needs.
- 3. Develop a range of assessments and screening tools for example, dyslexia and autism screening and create provision to close any gaps.

Educational psychology lead

SENDCo

EAL Co-ordinator
All staff

EAL learners who have SEND access support from a range of outside agencies

External support contributes to the removal of barriers to learning and achievement



Table 2.1 Admission and language assessments



Actions	Who is directly involved?	Who contributes?	Who needs to know?	Inclusion outcomes
Conduct an	Primary:	Interpreters where	Safeguarding lead	Either:
initial interview with the family	Headteacher Secondary: Head	needed Social workers		No concerns raised at this stage
	of Year or Year Manager	for looked-after children		Or:
	EAL Co-ordinator	Data Manager to input information		Initial EAL-related concerns raised
		mpat mormation		Initial SEND-related concerns raised
				Pastoral concerns raised (e.g., wellbeing, safeguarding, medical, looked-after child, free school meals)
Complete an EAL assessment and assign a band	EAL Co-ordinator or trained TA	Class and subject teachers	All staff who teach and support the learner	EAL support plan created
Create an EAL profile and circulate	EAL Co-ordinator or trained TA	Class and subject teachers	All staff who teach and support the learner	Teaching staff provide inclusive support
to staff			Safeguarding lead where relevant	
			SENDCo where concerns or information relate to SEND	

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SEND guidance for families



Special educational needs and disabilities (SEND) guidance for families of learners using English as an Additional Language (EAL)

The English education system recognises and supports learners who have SEND. Using English as an Additional Language is not a SEND, but it can make it difficult to know whether your child has other learning needs. Our school supports your child's English language development. If your child has SEND as well, our school will support that too.

There is a SEND Co-ordinator at our school who will help you:

Name:

Contact details:

They can provide you with information on what our school offers and how we support children who have SEND. In England, SEND are divided into four categories:

FOUR SEND CATEGORIES

1. Communication and interaction

When children have speech, language, and/or communication difficulties, they may need specialist support to help them to understand language, make and keep friends, and take turns in games. Neurodivergent children, including autistic children, fall into this category.

2. Cognition and learning Children whose needs fall into this category learn at a slower pace than others of their age and have problems with understanding, organisation, and/or memory. They may find it difficult to remember days of the week or months of the year in order. They may find it difficult to learn their times tables or maths formulas, and may also have difficulties with reading, spelling, and/or writing.

3. Social, emotional, and mental health difficulties

Children whose needs fall into this category have difficulty managing their emotions, which affects their relationships with others. They may struggle with their mood and may not feel good about themselves, which may mean they find it hard to sleep, eat, and join in activities with family and friends. They may not enjoy being around others or they may behave in a way that affects their and others' wellbeing.

4. Physical and/or sensory needs

Children whose needs fall into this category may have difficulties with physical movement or coordination, for example when tying their shoelaces or using a knife and fork. They may have difficulties seeing, which glasses cannot correct. If they have hearing difficulties, they may need hearing aids or implants. All of these needs will require ongoing specialist support.

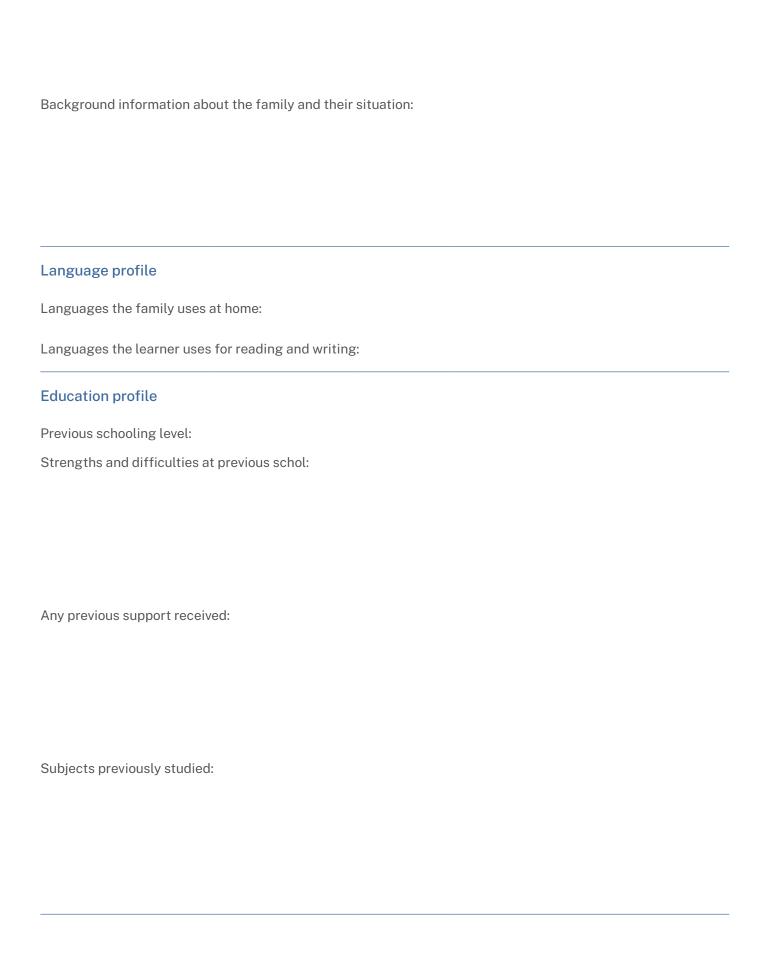


New EAL learner: Information-gathering form



EAL initial new arrival information-gathering form

Date of interview:	/ /				
Personal details					
Pupil's full name:					
Home address:					
Parent/carer contac	ct details:				
Phone:		Email:			
Date of birth:	/ /	Age:			
Years:	Months:	Gender:			
Religion:		Ethnicity:			
Hobbies and interes	sts:				
Background					
Country of origin:					
Other countries the	child has spent time in, en	-route to England:			
Transfer from other	r UK school or new arrival f	rom country outside UK?			
Date of arrival in England: / /					



Health profile	
Any previous or existing medical or SEMH need:	
GP name and contact details:	
School start date: / /	Year group:

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Table 2.2 Referral



Actions	Who is directly involved?	Who contributes?	Who needs to know?	Inclusion outcomes
Review provision to ensure language and cultural barriers are removed	EAL staff Class and subject teachers	Curriculum lead	SENDCo	Language and cultural barriers are removed and SEND become apparent
Complete staff observation sheet	EAL Co-ordinator Class teacher	SENDCo	Other teachers and TAs who work with the learners	Initial SEND concerns are observed within the classroom context Relevant staff are made aware of any initial concerns
Gather information from the family	EAL Co-ordinator or trained TA	Interpreters where needed	SENDCo where concerns or information relate to SEND Safeguarding staff where relevant	Initial SEND-related concerns are flagged Pastoral staff are informed of concerns (e.g., wellbeing, safeguarding, medical, looked-after child)
Complete a referral form	Class teacher Subject teacher TA	EAL Co-ordinator	SENDCo	SENDCo and EAL Co- ordinator collaborate on identification of SEND
Support staff to recognise the effects of trauma and embed appropriate support	EAL Co-ordinator Inclusion staff External trainers	Senior leaders SENDCo	All teaching staff and TAs	Staff can recognise behaviours that signa trauma Staff are equipped to provide appropriate support
Hold regular meetings	EAL Co-ordinator SENDCo	TA tasked with EAL support	SLT	EAL learners who have SEND are firmly on the school's agenda SEND are identified early and support arranged

Staff observation sheet



Stall observation sheet			
Staff observation sheet			
Pupil's full name:			
Class:	Date:	/	/
How does the learner interact with the teacher and other members of the class? Consider both understanding and speaking.			
2. How does the learner respond to classroom expectations of behaviour?			
3. Is the learner able to access and participate in practical tasks in class?			
4. Does the learner struggle to access and participate in reading and viewing and w If so, please explain.	riting task	s?	

Categories of need	Low signs of need to high signs of need										
Proficiency in English	0	1	2	3	4	5	6	7	8	9	10
Communication and interaction	0	1	2	3	4	5	6	7	8	9	10
Cognition and learning	0	1	2	3	4	5	6	7	8	9	10
Social, emotional, and mental health difficulties	0	1	2	3	4	5	6	7	8	9	10
Physical and/or sensory needs	0	1	2	3	4	5	6	7	8	9	10

Any other comments or concerns about the pupil:

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Home/family questionnaire
Home observation and developn



Home observation and developmental feedback questionnaire
Pupil's full name:
Date of birth: / / Date of interview: / /
Scale 1: No/never 2: A little/rarely 3: Some/sometimes 4: Yes/often 5: Significant concerns
General Rating
. Does your child have any medical needs the school should know about?
Comments and observations:
2. Has your child received any support before, for a special educational need or disability?
Comments and observations:
B. Do you have any concerns about how your child behaves or plays at home?
Comments and observations:

4. Did you child start to walk and talk at the same time as other children of the same age? Comments and observations:
5. Do you have any concerns about your child's physical development? Comments and observations:
Cognition and learning 1. Do you have concerns about your child's learning needs?
Comments and observations:
2. Are you concerned about your child's reading, writing, and spelling? Comments and observations:
 Do you have concerns about your child's learning needs? Comments and observations: Are you concerned about your child's reading, writing, and spelling?

3. Are you concerned about your child's mathematical ability?
Comments and observations:
4. Can your child remember facts and recall information?
Comments and observations:
E. Doog your shild take time to understand things? Are they alougte anough at times?
5. Does your child take time to understand things? Are they slow to answer at times?
Comments and observations:
Communication and interaction
1. Can your child communicate well with you and other family members?

Comments and observations:

2. Does your child communicate well with peers and friends socially outside of school?
Comments and observations:
3. Does your child respond appropriately to gestures, for example will they say "hello" and "goodbye" and will they notice hand, eye, and body gestures?
Comments and observations:
4. Does your child use eye contact?
Comments and observations:
5. Does your child understand the rules of games and turn taking?
Comments and observations:

Comments and observations:

7. Do you have concerns about the friendships your child has at school?

Comments and observations:

8. Does your child struggle to organise themselves or complete routines at home?

Comments and observations:

9. Does your child speak in full sentences (primary)?
Can your child keep a conversation going (secondary)?*

Comments and observations:

10. How well does your child start a conversation and ask appropriate questions? Comments and observations:
11. Does your child have any issues with touch, texture, or the taste of things? Comments and observations:
Social, emotional, and mental health difficulties
1. Does your child have any emotional or behavioural issues at home that you have concerns about?
Comments and observations:
Comments and observations:
2. Has your family experienced any traumatic circumstances or disruption that may have affected your child?
2. Has your family experienced any traumatic circumstances or disruption that may have affected

Physical and/or sensory needs

1. Are you concerned with your child's hearing or eyesight?

Comments and observations:

2. Can your child use a knife and fork, tie shoelaces, and use buttons well?

Comments and observations:

3. Can your child swim, play football, and ride a bike or scooter?

Comments and observations:

^{*} School staff to delete primary/secondary question as applicable before sharing with parents.

Initial concern referral form Staff referral Initial concern: Request for further support from SENDCo Pupil's full name:

(
_	_

Pupil's full name:							
Year group:				If new to England, date of entry:	/	/	
Code:	S	SEND Su	ıpport (K)EHCP:	EAL band	d:		
Date of referral:	/	/	Referrer:				

4. What are the reasons for the referral?

5. Discussion with the pupil (what are the pupil's views about the topic of the referral?):

6. Discussion with the parent/carer (what are the parent's/carer's views about the topic of the referral?):

7. What are the main difficulties and concerns?

Gathering evidence (tick below and attach the evidence where appropriate):

Sample of work Teacher assessments Observations Meetings

EAL profile Indicator matrix EAL notes Other

Areas of concern (tick all that apply):

Cognition and learning

General learning difficulties:

Difficulties keeping up with the lesson despite adapted teaching

Difficulties with spelling

Displays poor presentation/handwriting.

Difficulties with reading/phonics/rhymes

Difficulties with patterns or sequencing/times tables

Exhibits poor hand-eye co-ordination

Difficulties copying from the board or a book/piece of paper placed next to pupil

Difficulties recalling information

Displays high levels of frustration, low motivation, and/or displays work-avoidance behaviours (shouts out, switches off, stares out of the window, drops pens/pencils, etc.)

Specific learning difficulties (including dyslexia and dyscalculia):

Short-term memory difficulties – finds it hard to recall facts after hearing or copying them

Struggles to write on a blank page

Does not produce writing at an expected level based on speech/intellectual ability/ EAL proficiency

Processing-speed difficulties – forgets instructions/tasks/facts easily or quickly

Struggles to follow tasks, even with repetitions, prompts, and modelling

Tires easily after reading and/or writing

Difficulties tracking reading lines/misses lines or words

Poor organisation; loses equipment/planner

Struggles to keep up with homework

Difficulties with reversals of letters such as b/d or numerals 5/7/4

Difficulties with maths, science, topics

Communication and interaction

General communication difficulties:

Displays obsessive-compulsive actions; carries out repetitive behaviours such as hand flapping, tapping, rocking, etc.

Withdrawn from/oblivious to others; stares or fixates on small items

Passive - lacks curiosity/withdraws from social situations

Makes no or variable levels of eye contact, and/or stares excessively

Displays signs of anxiety, crying, and/or panic attacks

Makes noises and mimics phrases/words

Struggles to enter classroom or leaves while lesson in progress

Uses unusual intonation/bizarre language

Echoes/repeats words/sentences spoken by others

Struggles with change/transitions (either planned or unplanned)

Uses ritualistic phrases/repetitive actions

Cannot understand non-verbal signs; may not respond to "hello"

Cannot write or play imaginatively; displays wholly literal understandings

Displays poor social understanding; withdraws from or comes too close to other people's personal space; prods/pokes others

Sensitive to noise/sounds/smells/textures – may become distressed and cover ears with hands in response to loud sounds; may become upset by touching certain textures, and/or be overly fixated on touching items such as squishies, Lego, playdough, blu tack, etc.

Struggles to initiate or maintain friendships

Struggles to understand and/or keep up with homework

Speaks with a very loud voice; appears to be unaware of volume or tone of voice

Struggles to speak/speaks very quietly/selectively mute at times

Speech and language difficulties:

Limited vocabulary (cannot name objects)

Slow, unclear, or stammering speech

Difficulties understanding what is said

Difficulties verbally expressing wants and needs

Poor comprehension/word finding

Slow to respond to questions

Social, emotional, and mental health difficulties

Poor attendance of lessons/school

Poor punctuality to lessons

Displays poor listening/switches off/stares out of the window

Poor communication; does not request support

Exhibits signs of low motivation and/or low mood

Exhibits signs of low self-esteem

Calls/shouts out; talks excessively

Engages in violent actions/physical aggression

Exhibits aggressive speech/makes threats

Spoils activities/breaks equipment/destroys work/displays work-avoidance behaviours

Absconds from lessons; truancy

Unable to work with others; is withdrawn from and/or is inappropriate towards peers

Displays poor attention/lacks concentration

Displays high levels of attention-seeking behaviour

Unable to share or take turns; poor social skills

Fidgets/taps; appears unsettled in seat

Talks excessively (unaware); interrupts others' conversations

Moves excessively in and out of seat

Exhibits impulsive behaviours; appears oblivious to dangers

Exhibits signs of worry and/or stress

Criticises self and/or others

Loses items/planner; does not bring correct equipment to class

Displays poor eating habits

Physical and/or sensory needs

Physical coordination (including dyspraxia):

Poor co-ordination of hands and feet; slow to perform activities such as dressing

Poor balance

Poor gross motor skills/fine motor skills (such as handwriting)

General clumsiness

Visual sensory needs:

Looks at items closely; displays unusual head posture

Strains to see and/or cannot focus

Bumps into things and/or moves about anxiously

Poor eye tracking/poor hand-eye co-ordination

Hearing sensory needs:

Does not respond to loud noises

Covers ears in response to loud noises

Watches, then copies

Sensitive to noise; covers ears with hands and/or becomes distracted by noise

Does not follow instructions/wrongly follows instructions

Exhibits delayed or unclear speech

Tilts head; appears in a world of their own

Exam access support

Request for exam access arrangements

Staff complete the checklist below to record (A) the adjustments a learner is currently using (and benefitting from) as a normal way of working, and (B) the additional adjustments they recommend should be considered for the learner following further assessment of need and benefit. Please tick all that apply:

Exam access adjustments	A: Adjustments that the learner has been observed to benefit from as a normal way of working	B: Further investigation/ assessment recommended to establish benefit of adjustment
10% or 25% extra time		
Reader/reader pen		
Word processor		
Prompt		
Rest breaks		
Small room		
Bilingual dictionary		
Coloured overlay		
Oral language modification		
Fidget toys, blu tack, etc.		
Other (please specify)		





Emotional state BLUE Low state of alertness GREEN Calm and alert PELLOW Heightened state of alertness Behaviour

- Appears withdrawn
- Appears depressed
- Tearful and easily upset
- Displays a lack of engagement
- Presents as tired/ falling asleep
- Exhibits poor appearance and general health
- Exhibits high dependence on pastoral staff
- Displays signs of unprocessed trauma (in EAL learners, these may emerge as language and insight develop)
- · Lack of eye contact
- Struggles to make friends
- Appears isolated
- Exhibits episodes of dissociation
- Exhibits guilt and shame

May appear as if everything is fine, but could, at times, display the following:

- Low attendance
- Reluctance to eat
- Stomach aches or headaches
- Lack of equipment and uniform
- Difficulties completing homework
- Nervousness about asking questions in class
- Reluctance to work with others
- Lack of trust in authority
- Problems concentrating

- Drawn to unsuitable friendship groups
- Distractible and has difficulties establishing behaviour for learning
- Exhibits symptoms of PTSD, such as:
 - Panic attacks
 - Stress
 - "Fight, flight, or freeze" and/or "collapse" reactions in triggering situations
 - Flashbacks and nightmares
- Hypervigilance
- Changes in beliefs or perceptions of reality

- Easily angered
- Physically aggressive with peers
- Holds extreme views about war
- Self-harms
- Bullies others
- Engages in risky behaviour
- Struggles to regulate emotions
- Exhibits sexualised behaviour



EAL Co-ordinator/SENDCo planning tool: Sample meeting agenda



Agenda item	Actions
Are there any learners staff have concerns about?	Decide who will focus on which learners and which assessments will take place.
	2. Establish a timeframe and review date to discuss results and findings.
Who is responsible?	
Review next steps:	
Review date: / /	
1. How well are EAL learners who have SEND performing?	Identify learners with poor attendance rates and discuss needs.
2. Any specific concerns?	2. Discuss QFT strategies for learners working at,
3. Is the correct provision in place?	above, or below expected academic levels.
4. Which learners have access to interventions at Waves 2 and 3 respectively, and how well are these helping to close the gaps?	

Who is responsible?

Review next steps:					
Review date: / /					
Which learners are at the "initial concern" stage	1. Identify SEND indicators.				
and require referral?2. Have assessment results from referred learners	EAL Co-ordinator to carry out observations with SENDCo, assess needs, and discuss next steps.				
been shared?	3. Review at the next meeting.				
	4. Review previous assessments and next steps.				
Who is responsible?					
Review next steps:					
Review date: / /					

 Are families being kept informed and engaged? Is communication with families supported through the use of interpreters where necessary? 	 Review output from family engagement and information-gathering processes, including the family's views on provision. EAL Co-ordinator and SENDCo to ensure removal of language barriers in engagement with families.
Who is responsible?	
Review next steps:	
Review date: / /	
1. What CPD is required?2. What are the priorities?	Review how EAL profile and SEND passport help each teacher.
	Audit staff skills, develop plans for CPD, and prioritise delivery.
Who is responsible?	

Review next steps:	
Review date: / /	
How effective is TA deployment for EAL learners who have SEND?	 Consider TA timetable and needs. Carry out regular QA e.g., observe learner in class.
Who is responsible?	
Review next steps:	
Review date: / /	

1. Contact parents/carers.
2. Make referrals to agencies.
Consider the use of interpreters for communicating with families during the referral process.
4. Ensure information about EAL learners who have SEND is up to date.

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Table 2.3 Further information gathering



Actions	Who is directly involved?	Who contributes?	Who needs to know?	Inclusion outcomes	
Ongoing observation to	EAL Co-ordinator	TAs	SENDCo	Needs are identified and the	
identify specific	Class and subject teachers			appropriate specialist assessments and/or	
needs	SENDCo			external referrals can begin	
Application of	SENDCo	EAL Co-ordinator	Families	SENDCo confirms	
SEND indicator matrix		Class and subject teachers		presence of SEND and confirms with EAL Co-ordinator and staff that language barriers are not being confused with SEND	





SEND initial concern proforma

Pupil's full name:										
Year group:					Date	receive	ed:	/	/	
SEND status:	Unknown	K	EHCP	Pupil premium:	Yes	No	EAL	band:		
Area of need:	Communicat	ion & in	teraction	Cognition & le	earning					
	Physical and	or sens	ory needs	Social, emotic	onal, and r	mental h	nealth (difficult	ies	
Home/preferred la	nguage(s):									
Religion:				Date o	of arrival in	Englan	nd:	/	/	
1 Initial referral co	entoyt who so	nt tho r	oforral why	whon?						

1. Initial referral context – who sent the referral, why, when?

Attach additional information, e.g., writing samples, test scores, observations, initial referral form, etc.

2. Describe positive behaviour or attitude to learning. Attach relevant school data:

3. Describe strengths and interest:

4. Describe behaviours across the setting (including any patterns identified, e.g., behaviours displayed at certain times of day):

5. Comment on whether there is adequate adaptation for learning embedded:

- 6. Using feedback that has been requested from all staff working with the pupil, provide summaries of:
 - a. What is working well?

8. EAL profile attached: Yes	No	
7. Teaching and learning passpor	t: Yes No (print and attach if YES)	
d. Comment on friendships/gro	up work/social skills:	
c. What strategies/adaptations	have been tried/successful/not successful?	
b. What barriers to learning is t	ne pupil facing?	

Academic progress

Subjects working at foundation level or below:

Subjects working at secure/expected level:

Subjects working at mastery level or above:

Letter sent to parent/carer?

Yes

No

Date:

/

/

Response received?

Yes

No

ABC observation form	\bigcirc
SENDCo ABC observations	
Pupil's full name:	
Date: / /	
A. Antecedents:	
B. Behaviour:	
B. Bellaviour.	
C. Consequences:	

Impact on learning:	
Describe any barriers to learning:	
2. Next steps (list planned steps with outcomes):	Date achieved:

3. Collect evidence from teachers on typical behaviours (summarise comments received):

4. Describe any information collected from parents relating to challenges and experiences of learning:
5. Describe any information collected from the pupil about their experiences of learning and any challenges:

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SEND indicator matrix: Early years and primary



SEND indicator matrix: Early years and primary

SEND AREA: Cognition and learning

SEND identifiers

Struggles/has difficulties with:

- Handwriting, mark-making and formation, and hand grip
- Reading all words, sounds, and lines, despite using reading ruler and/or finger to track
- Tracing lines and shapes
- Making puzzles and jigsaws; copying patterns
- Playing memory and "snap" games; matching pairs
- Reciting the alphabet, nursery rhymes, poems, and/or chants
- Copying accurately from a piece of written or numerical text placed next to learner
- Ordering numbers at age-appropriate level
- Recalling days of the week and/or months at age-appropriate levels
- Recalling information shortly after learning it –e.g., 30 seconds later
- Following multi-step instructions provided verbally
- Completing work within the given time frame
- Counting, number bonds, giving change, telling the time, times tables, and/or recalling digits

Exhibits signs of:

- Attention-seeking in class
- Work-avoidance behaviours tearing up work; dropping equipment to avoid working
- Low self-esteem and limited learning resilience
- Copying others' work and answers
- Inability to focus when sitting on the carpet; struggling to know what to do after instructions
- Distraction trying to make others laugh when teacher turns their back; making noises; laughing
- Mixing up letters; reversing letters and/or numerals such as b/d or 6/9; missing letters; large, immature writing
- Poor phonological reading; not making progress despite structured interventions

What to do next

- → SENDCo to carry out additional observations across the setting, both in class and during unstructured sessions. This may include direct observations of activities in class and/or 1:1 with the SENDCo/teacher
- → Consider appropriate writing assessments; phonic screening and checklists in class, etc.
- → Observe the child place the alphabet in an arc shape; continue with assessment of phonics/hand-eye coordination/recall, etc.
- → Observe whether the child counts reliably using concrete apparatus/small items
- → Observe how the child orders numerals and counts out loud
- → Observe/assess how the child orders days of the week/months of the year

- → Carry out a phonic screening test
- → Assess using standardised reading tests
- → Encourage the learner to try using a coloured overlay and/or reading ruler if visual difficulties are noted
- → Administer basic test of writing formation (a–z) and numerals (1–20)
- → Refer for CTOPP-2 (comprehensive test of phonological processing, second edition) and/or PhAB2 (phonological assessment battery, second edition) to check for hearing loss

SEND AREA: Communication and interaction

SEND identifiers

Struggles/has difficulties with:

- Making and keeping friends
- Making and maintaining appropriate eye contact
- Listening
- Turn-taking in conversations, games, class discussions, PE, and/or social activities

Exhibits signs of:

- Avoiding social friendships and/or falling out with friends
- Staring and/or avoiding eye contact
- Unusual head movements putting head on the desk or constantly turning head
- Hyper-focusing on stimuli in the environment, such as small images or class displays; collecting tiny items
- Poor participation in activities; can end in social fall-outs or aggression
- Immature play; playing chase games/tag; playing with small items
- Pushing others away and/or withdrawing into quiet areas
- Invading other people's personal space; prodding; inappropriate hugging
- Laughing out loud and/or singing at inappropriate times; humming
- Seeking out sensory play using blu tack/sensory toys; fixating on small items
- Lining up equipment such as pens, rulers, fidget toys, etc.
- Becoming angry when peers touch their equipment/pens, etc.
- Feeling distressed, upset, or angry when touching different textures, such as paint or sand
- Spitting at others or biting others/self when angry
- Hitting own head with hands/against a wall
- Screaming or making a high-pitched screech
- Covering ears with hands or putting coat over head in response to loud noises
- Mimicking inappropriate phrases heard from peers and or movies
- Seeking out repetitive patterns; needing a constant routine; becoming upset by unplanned events
- Becoming upset and/or crying due to changes in seating plans
- Fixating on talking about own interests; being obsessed with the same type of interests
- Struggling with eating in loud areas; withdrawing to quiet areas
- Struggling with crowded places; preferring the library and/or other quiet places
- Damaging uniform, such as tearing shirt, biting collar or sleeve, tearing tights, etc.
- Pulling own hair

What to do next

→ Further referral to the speech and language team (using an interpreter if EAL learner is working at bands A–C)

- → Observations of turn-taking games such as Lego therapy, Ludo, etc.
- → Carry out ABC (Antecedents, Behaviour, Consequences) observations
- → Create a sensory profile
- → Administer a self-esteem questionnaire
- → Administer social and pragmatic profile assessments
- → Gather pupil voice through Talking Mats, speech and language assessments and frameworks, and/or visual screening tools

SEND AREA: Social, emotional, and mental health difficulties

SEND identifiers

Exhibits signs of:

- Low attendance and poor punctuality to school; arriving late to lessons and/or avoiding lessons
- Poor handover from parent/carer to school staff; clinging to parent/carer and/or running away/absconding
- Stomach aches; feeling sick; headaches and/or migraines
- · Low motivation and low mood; looking sad; crying
- Attention-seeking with adults; calling out in class
- Shouting at others; calling names; being critical of others
- Panic attacks; breathing difficulties
- Seeking support and/or clinging when adult moves away
- Engaging in conflict with peers; being hurtful towards peers, both verbally and physically
- Losing things; dropping pens, etc.
- Breaking pens/equipment; ripping up paper/books
- Struggling to sit for lengths of time; fidgeting/tapping hands, fingers, and legs; moving up and down and out of the chair frequently
- Drawing the same images over and over; making repetitive actions and/or fixating on the same actions,
- Becoming upset due to changes to routine
- Drawing on hands and/or legs, scratching arms, and/or pinching fingers
- Stimming, including humming/making noises
- Emotional outbursts manifesting as anger; numbness; crying; fight, flight, or freeze reactions; etc.
- Breaking into others' conversations; interrupting/talking over others
- Banging fists on the table/wall; throwing/upturning furniture
- Sitting under the table; hiding in cupboards, corners, etc.
- Running out of class; absconding from lessons
- Pushing/hitting peers and/or staff
- Fear in response to sounds; struggling with fire alarms
- Repeating sexualised language/phrases, and/or racist words
- Not wanting to shower; poor personal hygiene
- Falling asleep in class and/or struggling to fall asleep at night

What to do next

- → SENDCo liaises with the wellbeing and pastoral team and EAL Co-ordinator
- → SENDCo to carry out a sensory profile in the environment
- → SENDCo to meet parents to initiate the assess, plan, do, review process
- → Complete a strengths and difficulties questionnaire (SDQ) with learner and parents/carers in home or preferred language; score areas of needs

SEND AREA: Physical and/or sensory needs

SEND identifiers

Exhibits signs of:

- Squinting/struggling to see when reading from the interactive white board
- Struggling to focus under bright lights; preferring dark/dim light
- Not hearing sounds or staff when speaking to them
- Missing or not reacting to loud sounds, such as bells and/or fire alarms
- Walking on tip toes and/or missing a step
- Struggling to fasten buttons and/or tie shoes, for example when getting changed for PE
- · Banging or bumping into furniture and/or other people; clumsiness; falling off chairs
- Having a poor handwriting grip
- Struggling to thread beads, roll clay into shapes, use paints/pastels, etc.
- Struggling to use scissors and/or glue i.e., cutting and sticking
- Poor organisation; losing equipment; dropping items
- Poor balance in PE; poor coordination when walking up steps or stairs

What to do next

- → Possible referral to an optometrist
- → EAL Co-ordinator asks the parent/carer to refer to the GP
- → EAL Co-ordinator asks the parent/carer to refer to an optometrist/audiologist
- → SENDCo to refer to an occupational therapist

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SEND indicator matrix: Secondary



SEND indicator matrix: Secondary

SEND AREA: Cognition and learning

SEND identifiers

Struggles/has difficulties with:

- Handwriting/presentation skills, despite support and writing frames, and level of EAL above band B
- Reading all the lines, despite using reading ruler and/or finger to track
- Tracking information from the board, keeping track of their place when reading, or copying from the board to own writing at an appropriate speed
- Tracking from a piece of written or numerical text placed next to learner
- Telling the time, times tables, and/or recalling digits
- Recalling information shortly after learning it –e.g., 30 seconds later

Exhibits signs of:

- Missing letters when copying writing; missing words when reading
- Attention-seeking in class; trying to make others laugh
- Work-avoidance behaviours tearing up work; dropping equipment to avoid working
- Copying others' work and answers
- Missing lines when reading and/or writing
- High levels of distraction trying to make others laugh when teacher turns their back; making noises; laughing
- Mixing up b/d or 6/9 when writing; missing letters; large, immature writing
- Poor phonological reading; not making progress despite structured interventions

What to do next

- → Conduct writing assessments and further observations in class
- → Arrange for cognitive ability tests (CAT)
- → Arrange for psychometric tests, where qualifications and experience of staff permit
- → Arrange a DASH (detailed assessment of speed of handwriting) test in home or preferred language
- → Arrange a phonic screening test
- → Arrange a reading test (such as the New Group Reading test from Read Write Inc, or phonological tests)
- → Arrange a working memory test in home language
- → Trial the use of a coloured overlay and/or reading ruler
- → Refer to an optometrist to assess visual difficulties
- → Consider arranging dyslexia and dyscalculia screening

SEND AREA: Communication and interaction

SEND identifiers

Struggles/has difficulties with:

- Making and keeping friends
- Making and maintaining appropriate eye contact
- Listening
- Turn-taking in conversations, games, class discussions, PE, and/or social activities

Exhibits signs of:

- Avoiding social friendships and/or falling out with friends
- Staring and/or avoiding eye contact
- Unusual head movements putting head on the desk or constantly turning head
- Hyper-focusing on stimuli in the environment, such as small images or class displays; collecting tiny items
- Poor participation in activities; can end in social fall-outs or aggression
- Immature play; playing chase games/tag; playing with small items
- Pushing others away and/or withdrawing into quiet areas
- Invading other people's personal space; prodding; inappropriate hugging
- Laughing out loud and/or singing at inappropriate times; humming
- Seeking out sensory play using blu tack/sensory toys; fixating on small items
- Lining up equipment such as pens, rulers, fidget toys, etc.
- Becoming angry when peers touch their equipment/pens, etc.
- Feeling distressed, upset, or angry when touching different textures, such as paint or sand
- Spitting at others or biting others/self when angry
- Hitting own head with hands/against a wall
- Screaming or making a high-pitched screech
- Covering ears with hands or putting coat over head in response to loud noises
- Mimicking inappropriate phrases heard from peers and or movies
- Seeking out repetitive patterns; needing a constant routine; becoming upset by unplanned events
- Becoming upset and/or crying due to changes in seating plans
- Fixating on talking about own interests; being obsessed with the same type of interests
- Struggling with eating in loud areas; withdrawing to quiet areas
- Struggling with crowded places; preferring the library and/or other quiet places
- Damaging uniform, such as tearing shirt, biting collar or sleeve, tearing tights, etc.
- Pulling own hair

What to do next

→ Referral to outside agencies e.g., speech and language team (using an interpreter if learner using EAL is working at bands A-C)

- → Carry out observations of turn-taking games such as Lego therapy, Ludo, etc.
- → Carry out ABC (Antecedents, Behaviour, Consequences) observations
- → Create a sensory profile
- → Administer a self-esteem questionnaire
- → Administer social pragmatic profile assessments
- → Apply Talking Mats framework, using visual screening tools
- → Observe and apply dyspraxia checklist

SEND AREA: Social, emotional, and mental health difficulties

SEND identifiers

Exhibits sign of:

- Low attendance and poor punctuality to school; arriving late to lessons and/or avoiding lessons
- Poor handover from parent/carer to school staff; clinging to parent/carer and/or running away/absconding
- Stomach aches; feeling sick; headaches and/or migraines
- Low motivation and low mood; looking sad; crying
- Attention-seeking with adults; calling out in class
- Shouting at others; calling names; being critical of others
- Panic attacks; breathing difficulties
- Seeking support and/or clinging when adult moves away
- Engaging in conflict with peers; being hurtful towards peers, both verbally and physically
- Losing things; dropping pens, etc.
- Breaking pens/equipment; ripping up paper/books
- Struggling to sit for lengths of time; fidgeting/tapping hands, fingers, and legs; moving up and down and out
 of the chair frequently
- Drawing the same images over and over; making repetitive actions and/or fixating on the same actions,
- Drawing on hands and/or legs, scratching arms, and/or pinching fingers
- Stimming, including humming/making noises
- Emotional outbursts manifesting as anger; numbness; crying; fight, flight, or freeze reactions; etc.
- Breaking into others' conversations; interrupting/talking over others
- Banging fists on the table/wall; throwing/upturning furniture
- Sitting under the table; hiding in cupboards, corners, etc.
- Running out of class; absconding from lessons
- Pushing/hitting peers and/or staff

- Fear in response to sounds; struggling with fire alarms
- Repeating sexualised language/phrases, and/or racist words
- Not wanting to shower; poor personal hygiene
- Falling asleep in class and/or struggling to fall asleep at night

What to do next

- → SENDCo to carry out a sensory profile in the environment (for either neurodivergent and/or trauma profile)
- → SENDCo to meet parents to initiate the assess, plan, do, review process
- → Complete a strengths and difficulties questionnaire (SDQ) with learner and parents in home or preferred language; score areas of needs
- → Conduct ADHD/neurodivergence questionnaire to gather further information from family (in home or preferred language)
- → Conduct anxiety/mental health questionnaires with family (in home or preferred language)

SEND AREA: Physical and/or sensory needs

SEND identifiers

Exhibits signs of:

- Squinting/struggling to see when reading from the interactive white board
- Struggling to focus under bright lights; preferring dark/dim light
- Not hearing sounds or staff when speaking to them
- Missing or not reacting to loud sounds, such as bells and/or fire alarms
- Walking on tip toes and/or missing a step
- Struggling to fasten buttons and/or tie shoes, for example when getting changed for PE
- Banging or bumping into furniture and/or other people; clumsiness; falling off chairs
- Having a poor handwriting grip
- Struggling to thread beads, roll clay into shapes, use paints/pastels, etc.
- Struggling to use scissors and/or glue i.e., cutting and sticking
- Poor organisation; losing equipment; dropping items
- Poor balance in PE; poor coordination when walking up steps or stairs

What to do next

- → Possible referral to optometrist
- → EAL Co-ordinator asks the family to refer to the GP
- → EAL Co-ordinator asks the family to refer to an optometrist/audiologist
- → SENDCo to refer to an occupational therapist

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Table 2.4 Initiating and embedding a graduated response



Actions	Who is directly involved?	Who contributes?	Who needs to know?	Inclusion outcomes
Add learner to the SEND register	SENDCo	EAL Co-ordinator	SLT All teaching staff who teach the learner Pastoral care staff	The learner accesses targeted and specialist support
Conduct an assess, plan, do, review process with the family and learner	EAL Co-ordinator SENDCo	Interpreters where needed Pastoral care staff who know the child well Social workers for looked-after children	SLT All teaching staff who teach the learner	Provisions are refined in line with the family's and learner's needs and expectations
Maintain ongoing observations and assessments	SENDCo	EAL Co-ordinator	Teachers Pastoral care staff SLT	Outstanding needs and disabilities identified; provision arranged
Create a provision map for universal provision (Wave 1)	SENDCo EAL Co-ordinator	EAL team SEND team Curriculum leads SEND Governor SLT Learner Family	Teachers who work with the learner Family	Learner receives support as provided by the universal offer and makes good progress
Provide targeted support (Wave 2)	SENDCo	EAL team Teachers Inclusion staff TAs Transition teams	Family	Learner receives targeted language and special needs support and makes good progress

Provide specialist support (Wave 3)	SENDCo	Inclusion team Outside specialists, including medical professionals, counsellors, local authority staff, refugee support teams, interpreters, and mental health services	Teachers EAL team Inclusion staff Family or carers	Learner receives specialist support to remove barriers to learning and makes good progress
Review provision at key assessment stages	SENDCo EAL Co-ordinator	Inclusion staff Teaching staff	Family SLT Exam team (secondary)	Learner receives support to succeed ir exams

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Ongoing information gathering, observations, and assessment form



SENDCo information gathering/observations/assessments

Pupil's full name:

Date:

Cognition and learning

Early years identification

No setting

Child has significant developmental delay

Disability linked to developmental delay; complex learning need in two or more areas

At setting/school

Child is functioning at least two EYFS bands below their chronological age across some or most areas of development

→ Attach evidence: e.g., early years tracker/profile

School age identification

Attainment is at least three years below expected level despite QFT and adaptive teaching

Learning opportunities and concentrated, targeted support are provided; monitored with small steps of progress

- → Attach evidence: e.g., attainment, baseline, pupil profile
- → Attach SEND support plan/chronology of intervention

All ages: Input and intervention

School/setting have implemented/used QFT methods

Tailored additional provision has been delivered

Assessments used by school have identified specific needs

School has taken steps to make provision to meet those needs

Those steps have been implemented consistently and closely monitored

→ Attach evidence: e.g., progression/SEND support plan/chronology of intervention

Communication and interaction

All/general

Child/young person presents with significant learning needs resulting from communication and interaction difficulties

The child is making limited progress despite support and is working below the expected level in some or most areas of the curriculum. Progress can look "spikey" or inconsistent

→ Attach evidence: e.g., attainment, baseline, pupil profile, social stories, sensory profile, Talking Mats, areas of difference, etc.

Autism

Child/young person has an autism diagnosis or is undergoing assessment School/setting has implemented/used relevant adaptations and offer QFT at the universal level

- → If autism diagnosed use space at end of form to detail date of diagnosis/by whom/under which team/consultant, etc.
- → If autism diagnosed use space at end of form to detail QFT methods and specific adaptations used
- → Attach evidence: e.g., visual structure, sensory checklist and adjustments, social communication checklist and adjustments, social stories, support, Child and Mental Health Service (CAMHS) reports

Speech, language, and communication needs

Child/young person has a speech, language, and communication diagnosis and is under the care of Speech and Language Team (SALT)

School/setting has implemented/used QFT methods; language screening, e.g., progression tools or language levels

Phonological awareness assessment and intervention

- → Use space at end of form to detail QFT methods and specific adaptations used
- → If under the care of SALT, attach SEND support plan/chronology of support
- → Use space at end of form to provide details of diagnosis date/by whom/under which SALT service

Communication and interaction

Vision/hearing impaired

Child/young person has a medical diagnosis of either a vision or hearing impairment

Child/young person's vision or hearing impairment impacts on their learning

→ Attach evidence: e.g., details of hearing or vision impairment diagnosis and level of difficulty. MUST be a formal diagnosis

Communication and interaction

All social, emotional, and mental health (SEMH) difficulties Child/young person presents with significant learning needs resulting from SEMH needs; resistant to implemented interventions, such as:

- Promotion of responsibility and self-esteem
- Teaching of strategies for managing emotions
- Teaching of resilience-building strategies
- Use of timers and visual support
- Reduction of demands and instructions
- → Attach evidence, e.g., details of QFT methods used
- → Attach SEND support plan

Assessments

School has implemented the following baseline assessments:

- Strengths and difficulties questionnaires (SDQ) and screening
- ADHD assessments/reports
- Early help assessment

School has implemented adapted teaching strategies/interventions

Detail information on any prior observations and/or assessments:

Detail where requested in checklist above can be provided here:



Provision map for EAL learners who have SEND (primary and secondary levels)



Provision map for EAL learners who have SEND (primary and secondary levels)

SEND AREA: Cognition and learning

EAL support

• Language support for learners at bands A to E, including the use of home languages, translations, and dual-language materials

Wave 1: Universal offer

Involve:

Pastoral teams

Form Tutor

Wellbeing team

School Nurse

Implement:

Adapted teaching approach through:

- Planning
- Teaching methods
- Organisational adjustments
- Use of support resources
- Varied/tailored homework
- Varied/tailored tasks and outcomes
- Varying pace

Individual/tailored targets

Whole-school positive behaviour policy

Meet and greet learner in class

Structured classroom and routines

Lunchtime and after school clubs

Themed-assembly weeks

Enrichment programme

Access to interventions and revision after school

Homework club

Online support

Monitoring and adapting of both structured and unstructured times, such as pupil break-and/or lunchtime

Wave 2: Targeted support

Pre and post teaching

Small English, maths, and science groups

Assistive technology

Wave 3: Specialist support

Specific learning programme for reading, writing, spelling, or maths

Referral to agencies

Further local authority teams

Specific learning difficulties

EAL support

- Assistive technology where appropriate
- Language support for learners at bands A to E, including the use of home languages, translations, and dual-language materials
- Work on phonics introduced only once learners have a good grasp of the sounds of English from listening, speaking, vocabulary-building, and word recognition

Wave 1: Universal offer

See Cognition and learning section

Wave 2: Targeted support

Dyslexia support
Guided reading
Phonics group work

Numicon maths group
Assistive technology

Wave 3: Specialist support

Dyslexia Gold Units of Sound

ABC arc

Maths individual plan

Referral to agencies

Dyslexia specialist Dyscalculia specialist Psychometric testing

SEND AREA: Communication and interaction

EAL support

• Language support for learners at bands A to E, including the use of home languages, translations, and dual-language materials

Wave 1: Universal offer

See Cognition and learning section

Wave 2: Targeted support

Lego therapy
Social skills groups

Vocabulary groups Friendship groups

Drama therapy

Wave 3: Specialist support

Individual language plan and personalised resources

One-to-one mentoring TA support in lessons

Referral to agencies

Speech and language specialists

Neurodivergence

EAL support

• Ensure sensory needs are understood

• Provide visual cues and timetables

Wave 1: Universal offer

See Cognition and learning section

Wave 2: Targeted support

Lego therapy

Turn-taking skills

Communication groups
Special interest groups

Sensory circuits

Wave 3: Specialist support

One-to-one mentoring

Sensory profile

Social stories

Talking Mats
Sensory breaks

Quiet areas

Referral to agencies

GP

CAMHS

Specialist autism team

SEND AREA: Social, emotional, and mental health difficulties

EAL support

- Trauma support for refugees/asylum seekers
- Emotional check ins
- Small-group work around worries and new culture
- Support network
- One-to-one counselling
- Fidget toys
- Time-out passes
- Rest breaks

Wave 1: Universal offer

See Cognition and learning section

Wave 2: Targeted support

Self-esteem intervention Resilience intervention

Re-integration group

Emotional literacy skills

Settling-in group in the autumn term

Organisational life skills

Anger-management programmes

Nurture groups and timeout passes for regulation

Drama or art therapy

Wave 3: Specialist support

Personalised support at meet and greet

Break/lunchtime support

Movement breaks

TA support in identified lessons to mitigate anxiety

Trauma profile with detailed support in place and a safe space

Zones of regulation

Named keyworker and weekly mentoring

Personalised plan

Referral to agencies

Social care

Early Help, CAMHS, NHS

Youth offending teams

Psychotherapist

Psychiatric care

Area Inclusion Teams

Refugee/ asylum support groups/agencies

Neurodevelopment teams

GP

SEND AREA: Physical and/or sensory needs

EAL support

Rest breaks

• Fatigue management

Assistive technology

Wave 1: Universal offer

See Cognition and learning section

Wave 2: Targeted support

Handwriting club

Touch-typing skills

Friendship groups

Social clubs at break/

lunchtimes

Movement/PE groups

Art therapy

Wave 3: Specialist support

Modified PE lessons

Handwriting programme

Individual physiotherapy

Support with personal care

Assistive support

Monitored use of medication

Referral to agencies

Physiotherapist

Occupational therapist

Hearing and Visual Impairment Team

Paediatrician

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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



Table 2.5 Transitioning between educational settings



Actions	Who is directly involved?	Who contributes?	Who needs to know?	Inclusion outcomes
Gather information	SENDCo EAL Co-ordinator	The learner Family or carers Teachers Pastoral care team Social workers where relevant	SLT	The learner receives support to manage the transition
Provide the family with the SEND guidance for families information sheet	SENDCo or EAL Co- ordinator	Interpreters and translators, where needed	All teaching staff who teach the learner	Families have a clear overview of the SEND system in English schools





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Pupil's full name	Pu	nil's	full	name
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Year: Date: / /

Pupil profile: Yes No SEND support: Yes No EHCP: Yes No

Pupil information

Previous school name and contact details:

Languages spoken at home (main and other):

English proficiency levels Listening Speaking Reading Writing

Band A: new to English

Band B: early acquisition

Band C: developing competence

Band D: competent

Band E: fluent

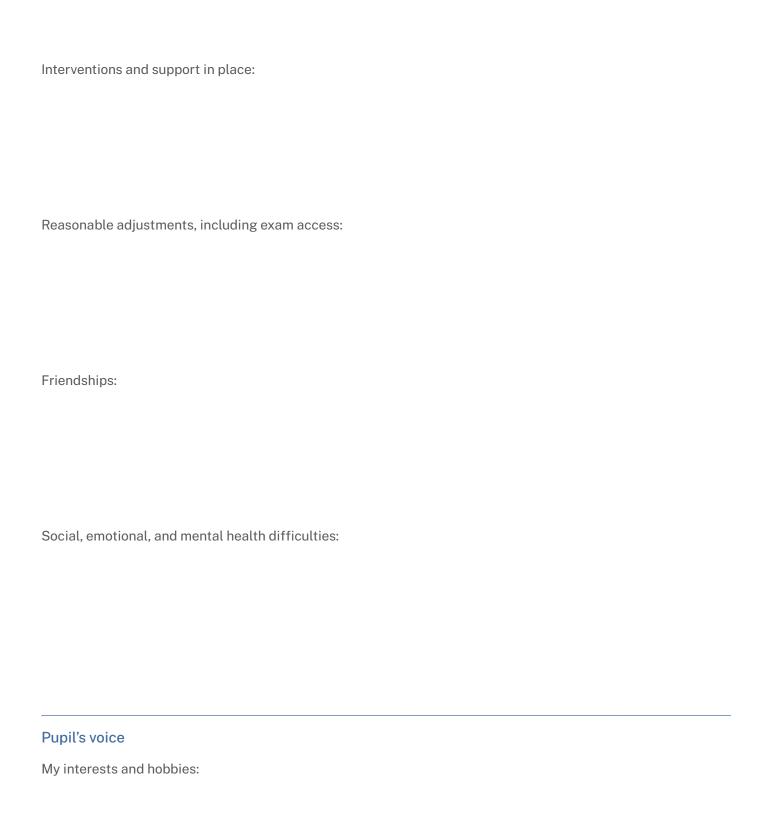
School information

Attendance:

Punctuality:

Behaviour:

Attainment levels:
Reading:
Writing/spelling:
Maths:
Science:
Other: Additional background information:
What is working?
What is not working?
Barriers to learning:



What I am good at:		
My aspirations:		
What helps me to learn:		
What I find difficult:		
What makes it hard for me to learn:		

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Pregnancy or birth complications:

Developmental milestones:

Walking:

Talking:

Toilet training:

Health checks:

Hearing:

Eyesight:

Nursery schools attended:

Difficulties with:
Early and imaginative play:
Eating (include dietary needs):
Dressing:
Friendships:
Fine motor skills (handwriting, using scissors, tying laces, etc):
Gross motor skills (riding a bike, walking, running, swimming, etc.):

Organisational skills:	
Communication (current skills and needs):	
Expressing emotions and understanding needs of others:	
Additional medical information:	
Agencies involved:	



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