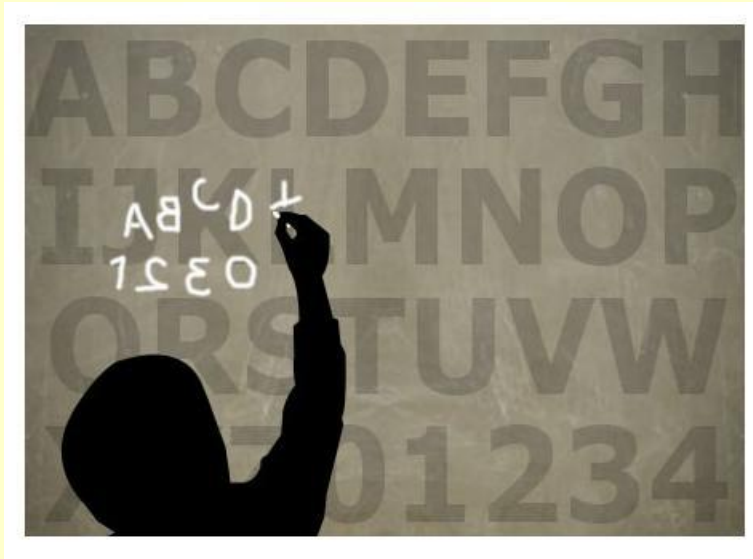


## Dyslexia and EAL



Date: 15<sup>th</sup> May 2017

Deborah Beasley and Lisa McIntyre

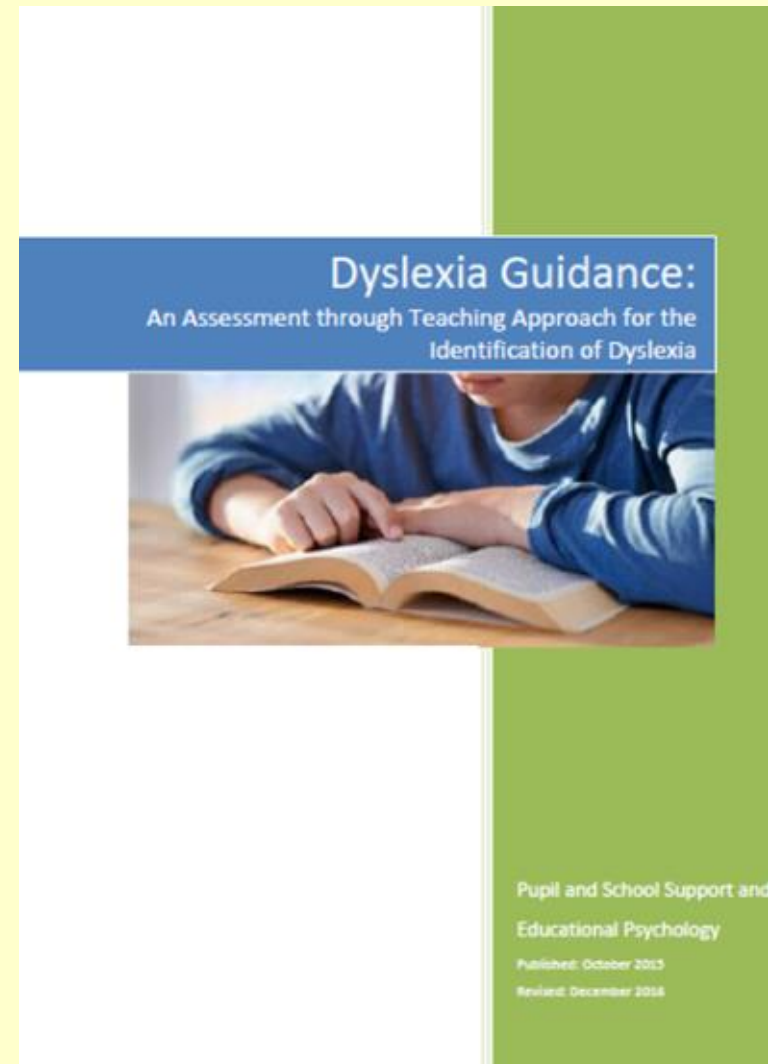
# Aims:

- ❑ To be familiar with local guidance on Dyslexia and how this relates to EAL pupils
- ❑ To understand when it is appropriate to consider the Dyslexia Pathway for EAL pupils
- ❑ To consider the evidence required for EAL pupils with literacy difficulties.

# Access to Education's Dyslexia Identification Process

Key points:

- Dyslexia Identification Pathway
- Assessment Through Teaching
- October 2015
- Educational Psychologists **and** Pupil School Support



**Word level** difficulties are **persistent and severe** despite **appropriate learning opportunities** within an assessment through teaching approach (BPS, 1999) and pupils have **made less than expected progress** following targeted interventions and the involvement of specialist support that has been tailored to pupils individual needs (SEND CoP, 2015).

# The Current Practice in Birmingham

**A2E will focus on identifying pupils who have persistent and severe difficulties (at the word level) as having dyslexia.** Around 4 to 8% of the school population is estimated to have dyslexia (Butterworth & Kovas, 2013) and a similar estimate of prevalence is quoted by Snowling (2013).

# EAL in Birmingham (2013)

36,178 (42.9%) of Birmingham Primary school children have a first language other than English.

25,882 (36.9%) of Birmingham Secondary school children have a first language other than English.

So if there are 62,060 children in Birmingham whose first language is other than English, where are the 2,482 (4%) – 4,964 (8%) Dyslexic EAL children?

As of March 2017, of the children identified with dyslexia at the PSS Panel, only 7% of these children also had a first language other than English. This is not representative of Birmingham's school population (36.9-42.9%).

# Identifying Dyslexia in EAL Learners

- ☐ Take into account the unique characteristics of each case
- ☐ EAL learners should not be prematurely labelled with dyslexia (or SEND)
- ☐ A one-off assessment does not provide the most accurate picture
- ☐ Interviews with family members
- ☐ Accurate measures of English language proficiency
- ☐ Early intervention
- ☐ Periodic measures in reading and oral language – if a gap exists or widens, concerted effort on reading
- ☐ Reading and writing proficiency in both languages

# Case studies

- Look at the three case studies
- If this was a child in your school, decide what factors you may need to consider for each case study pupil
- Decide what actions/intervention you may take for this pupil





# EAL and Dyslexia:

Within 2 years

A	B	C	D	E
New to English	Early Acquisition	Developing competence	Competent	Fluent

Within 5 to 7 years

# The National Picture - SEND code of practice

## EAL and SEN

‘Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person’s performance in different areas of learning and development or subjects to establish whether **lack of progress is due to limitations in their command of English or if it arises from SEN or a disability**. Difficulties related solely to limitations in English as an additional language are not SEN.’ (6.24)

# Identifying Dyslexia in EAL Learners

- ✓ **Accurate measures of English language proficiency**
- ✓ **Take into account the unique characteristics of each case**
- ❑ EAL learners should not be prematurely labelled with dyslexia (or SEND)
- ❑ A one-off assessment does not provide the most accurate picture
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# Gathering Pupil Information

## English as an Additional Language (EAL proficiency code B-E)

If parent/carer input is required\*, this will need to be completed prior to the final assessment.

\*Ascertain if an interpreter is required.

Country of Birth:	School Admission Date:	Length of time in UK:	Year Group on Entry:
Main language spoken by the pupil:			Languages read by pupil or family: (note which is main) Pupil:
EAL Language Proficiency Code:	Please state all languages exposed to at home:		Family
Access to English at home? (note in which form – conversational, TV, extended family member)			Languages written by pupil or family: (note which is main) Pupil:  Family:

# Gathering Pupil Information

Does the pupil have tuition in languages other than English outside school?

If previously educated abroad and in a language other than English:

At what age did the child start school?

When learning in another language, were concerns ever raised around:

a) Reading                      Yes                      No

b) Spelling                      Yes                      No

c) Writing                      Yes                      No

Did the pupil receive any additional support to help with their difficulties?

individual support                      small group support                      in class support

Did the pupil have any support from outside professionals? E.g. Educational Psychologist, Speech and Language Therapist?

Yes                      No

Please specify:

# Identifying Dyslexia in EAL Learners

- ✓ **Accurate measures of English language proficiency**
- ✓ **Take into account the unique characteristics of each case**
- ✓ **A one-off assessment does not provide the most accurate picture**
- ✓ **Interviews with family members**
- ✓ **Reading and writing proficiency in both languages**
- ☐ Early intervention
- ☐ Periodic measures in reading and oral language – if a gap exists or widens, concerted effort on reading
- ☐ EAL learners should not be prematurely labelled with dyslexia (or SEND)

# Why do we need to know about their L1 literacy proficiency?

‘Poor reading’ is a natural process when learning to read in another language.

Being able to read in one’s first language is one of the most important factors in learning to read in subsequent languages (Cummins, 2003).

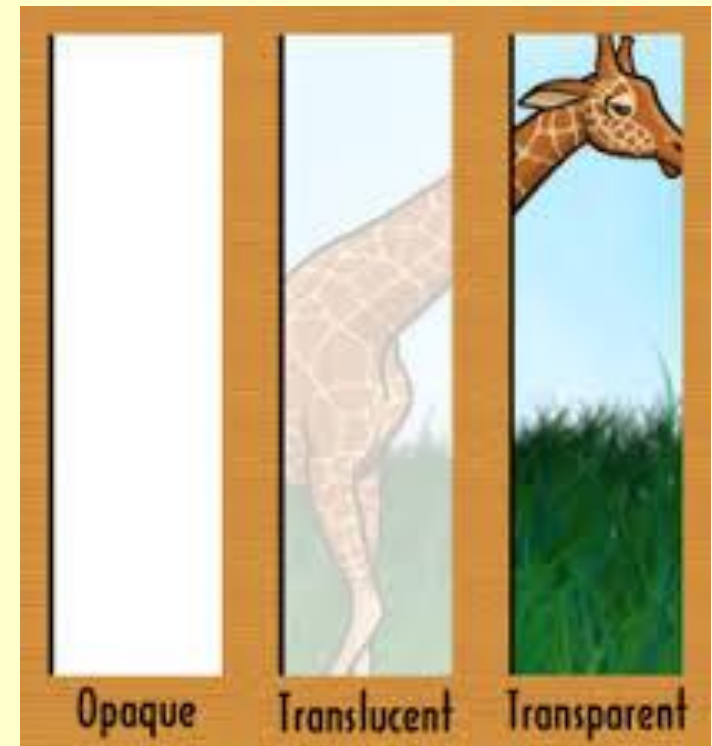
Limited exposure to literacy skills in home language can hinder reading development generally and must not be confused with the reading difficulties of dyslexia.

In monolingual settings, young EAL pupils are learning to read a language they do not speak and cannot form mappings between the words they read and their meanings.

# Why do we need to know about their L1 literacy proficiency?

Different types of orthographies:

- Alphabetic (English, Spanish, Italian, Arabic)
- Syllabic (Japanese)
- Logographic (Chinese)





# As per the graduated approach....

‘Rather than speculating on the causes of reading failure and waiting to see if poor performance is because of dyslexia, interventions should be provided early, and each individual’s reading progress should be monitored carefully.’

Mather & Wendling, (2012)

# English reading proficiency and EAL

## Activity

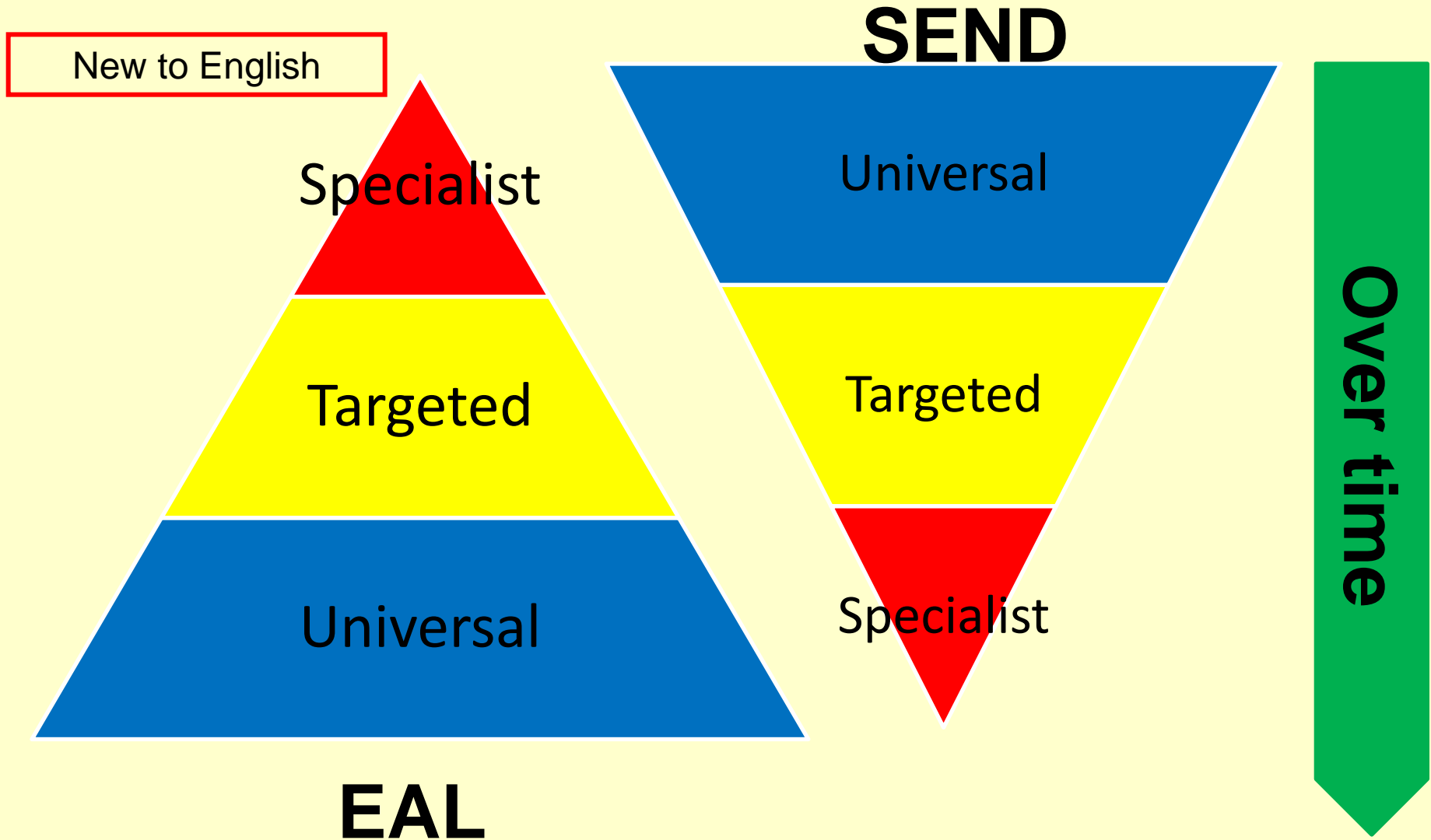
‘An audit of the skills and knowledge associated with reading proficiency.’

Complete the table using examples from within your school if possible.

Tick where you would expect the difficulties to be apparent.



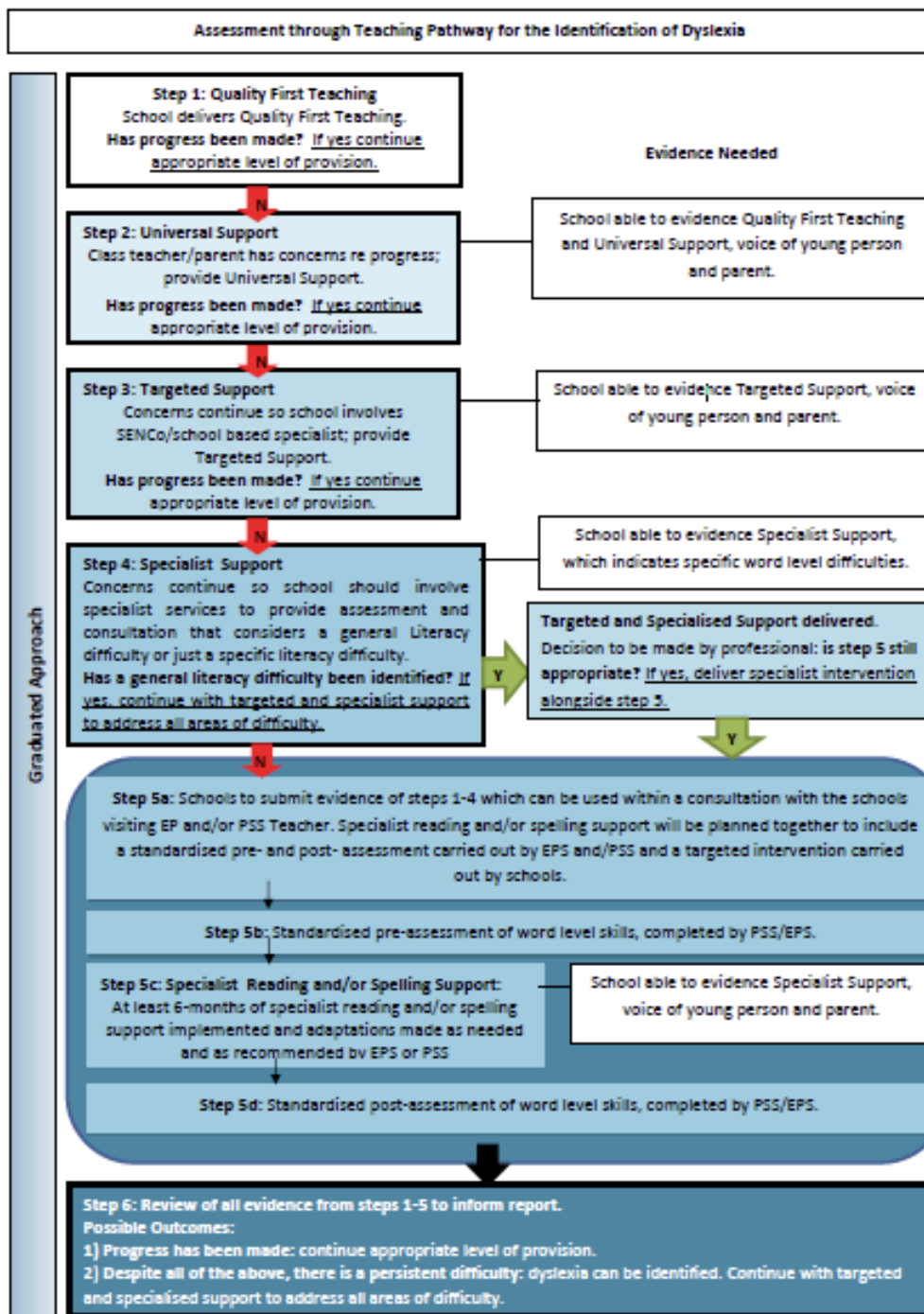
# EAL and the Graduated Approach



Dyslexia is a staged approach.

Dyslexia or SEN is considered

SEN or EAL will be considered



# Identifying Dyslexia in EAL Learners

- ✓ **Accurate measures of English language proficiency**
- ✓ **Take into account the unique characteristics of each case**
- ✓ **A one-off assessment does not provide the most accurate picture**
- ✓ **Interviews with family members**
- ✓ **Reading and writing proficiency in both languages**
- ✓ **Early intervention**
- ✓ **Periodic measures in reading and oral language – if a gap exists or widens, concerted effort on reading**
- ✓ **EAL learners should not be prematurely labelled with dyslexia (or SEND)**

EAL and Dyslexia is not about.....





[Deborah.Beasley@birmingham.gov.uk](mailto:Deborah.Beasley@birmingham.gov.uk)

[Lisa.McIntyre@birmingham.gov.uk](mailto:Lisa.McIntyre@birmingham.gov.uk)