

## Identifying and Supporting EAL learners who also have SEN.

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*Partners on the pathway to a positive future for children and young people*

## Early Years:

Identifying and assessing SEN for young children whose first language is not English requires particular care. Early years practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

# Code of Practice



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## Schools:

- 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

# Assessment pathway

## **Step 1 - expression of concern.**

- ✓ Ensure format for recording concerns is available .
- ✓ Extent of concerns identifiable.
- ✓ What has already happened and impact.

## **Step 2 – collecting back ground information.**

- ✓ Full background information needed.
- ✓ Language(s) spoken by the pupil.
- ✓ Language(s) spoken by family.
- ✓ Tuition in other languages outside of school.
- ✓ Traumatic events.

# Assessment pathway

## **Step 3 – collecting evidence.**

- ✓ Steps already taken to meet the needs of the pupil – particularly if they are strategies which are ordinarily used to support pupils with EAL.
- ✓ Samples of work.
- ✓ Samples of assessment evidence.
- ✓ Outside agency specialist assessments.

## **Step 4 – Analysis of pupil data and evidence.**

- ✓ Environmental factors.
- ✓ Length of time learning English.
- ✓ Conversational use of English.
- ✓ Parents / pupils views.
- ✓ Pupils strengths.

# Assessment pathway

## Step 5 – Identification of needs and provision.

After consideration of all of the information gathered, pupils identified as:

- ✓ Having EAL needs only.
- ✓ No firm decision – more evidence needed.
- ✓ Having both EAL needs and a Special Educational Need.



## LANGUAGE PROFICIENCY

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

**Consider: How long has the pupil been learning English?**



### **Less than 6 months**

#### **The 'silent period'**

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



### **Less than 2 years**

#### **The early stages**

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



### **More than 2 years**

#### **More advanced learners of EAL**

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

# Assessment and Support



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B) A Child from the Czech Republic arrives from London at your school in Y6 only speaking a few words of English. He makes little progress in a year.

A) A Chinese child in Y3 reads very accurately but scores low in QCA tests of reading comprehension.

C) A child born in Nigeria, but educated from nursery in England, is working below NC level 1 in Maths and English in Y3. He can only read and write very slowly but his progress in oral EAL is good, and he contributes well to class discussion



# Learning environment

As a first step to supporting pupils with EAL or those who are both EAL and have a special educational need an audit of the school's High Quality Teaching may include:

Create a learning environment that is welcoming and in which pupils feel safe, secure and confident enough to contribute.

Recognise and value the backgrounds and life experiences of all pupils.

Value bilingualism and biculturalism as an educational asset.

Enables pupils to work in an atmosphere free from bullying, racism and other forms of harassment.

Actively enables pupils to understand and respect other people's feelings, values and beliefs.

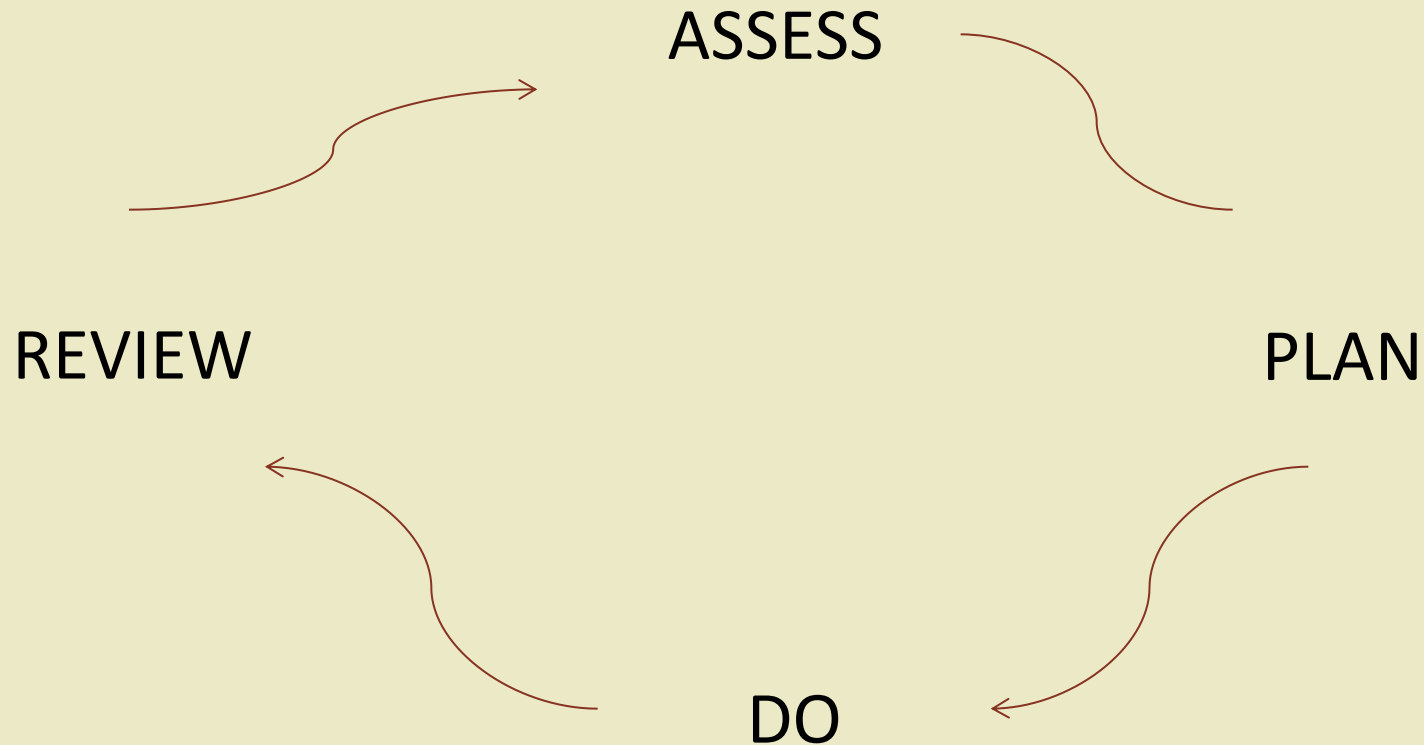
# Learning Environment

Uses teaching methods and resources that are without bias, free from stereotyping and are properly matched to meeting the needs of all pupils including the particular needs of pupils learning EAL.

Uses grouping strategies that recognise both the learning and language development needs of pupils.

*These strategies ideally should be part of a whole school first approach to supporting pupils for whom English is an additional language.*

# Graduated response



# Universal Provision

Class teacher led.

A focus on differentiation involving small steps and supported by key visuals for meaning and concepts.

Working at the whole word level.

Key vocabulary and language modelled and practices in co operative group work.

# Targeted

- SENCO involvement from this stage to advise on strategies to support the learning needs of the pupil(s).
- Intervention based on the wide ranging assessment made of the pupil and information gained over time.
- Small group targeted intervention to support specific area of need.
- Continue following the 'assess', 'plan', 'do', 'review' process.

- Outside agency involvement – further detailed assessment and consultation in order to identify key areas of need.
- Outside agency & SENCO monitoring provision and making on going recommendations.
- Consideration of next steps.

# Strategies.

Category	Universal	Targeted	Specialist
<b>Cognition and learning</b> (Literacy, numeracy, curriculum)	<p>Focus on print and words.</p> <p>Differentiation involves; smaller steps, working to earlier objectives.</p> <p>Structured, sequential, Multi-sensory approaches.</p> <p>Inclusive classroom approaches.</p> <p>Pictures to aid memory, real objects to feel.</p>	<p>Support for first language and through first language.</p> <p>Whole language approach.</p> <p>Age related curriculum objectives but access through key visuals for meaning, concepts.</p> <p>Key vocabulary and language identified, modelled and practiced in co-operative group work.</p> <p>Conceptual development assured.</p> <p>Scaffolds and prompts to support sentence grammar and writing.</p>	<p>Fill in gaps.(Pre / post tutoring)</p> <p>Link lessons, texts with cultural schema and prior learning.</p> <p>Knowledge of prior literacy informs intervention programmes.</p> <p>Supply missing knowledge of various written genres or literacy experiences.</p> <p>Possible specialist support from Pupil &amp; School Support Service.</p>

# Strategies

<b>Social Emotional and Mental Health.</b>	Behaviour rewards	Ensuring access to the curriculum.	Lessons to take into account learning style.
	Classroom environment management.	Bilingual prompts for learning.	Identity, culture affirmed in curriculum and resources.
	Mentoring and work with parents.	Value of first language in school.	Parental involvement in classroom.
	Therapeutic approaches.	Welcoming different languages.	Mentoring, counselling.
	SEAL	Buddy, grouping with children.	Role models to include identity; Self-esteem as being from another culture <u>and</u> English.  Possible specialist support from Educational Psychology team.



# Strategies

<b>Communication &amp; Interaction.</b>	<p>Visual timetable, Makaton signs.</p> <p>Assistance with speech production.</p> <p>Traditional within child focus on words and questions.</p> <p>Matching words and letters.</p> <p>Social stories,</p>	<p>Promote additive development in LI &amp; L2.</p> <p>Communicative approaches to provide context.</p> <p>Comprehensible input and scaffolded output.</p> <p>Good language models</p> <p>Rich language environment.</p> <p>First steps and talking partners techniques.</p>	<p>Awareness of cultural differences in oral interaction, expectations of teaching.</p> <p>Choice of appropriate interaction and target socio cultural vocabulary.</p> <p>Support identity and inclusion in resources and ethos of school and class.</p> <p>Possible specialist support from: Communication &amp; Autism Team and / or Speech and language therapist.</p>
<b>Physical and Sensory Needs.</b>	<p>Changing the physical environment to accommodate the difficulty.</p> <p>Teach signing, provision of apparatus, glasses, visual overlays.</p> <p>Help with sound hearing and production.</p> <p>Provision of helper.</p>	<p>As above</p>	<p>As Above.</p> <p>Possible specialist support from: Sensory Support team and / or physical disabilities team.</p>

# Key Messages.

- Identifying pupils who are learning English as an Additional Language with SEN may be more complex but still uses the 'assess', 'plan', 'do', 'review' model.
- Progress over time is the key determiner.
- Caution should be taken to ensure correct identification i.e. not over and not under identifying pupils as SEN.

# Any questions?