BEDFORD
BOROUGH COUNCIL

ENGLISH AS AN ADDTIONAL
L A N G U A G E

ESSENTIAL GUIDE FOR EYFS-KS4

Bedford Borough; EAL Working Group

Contents

Contents

Introduction

This guidance is intended to help English as an Additional Language (EAL) subject leaders working with students in the Early Years Foundation Stage to Key Stage 4. The overall aim is to enable EAL leaders to be clear and confident about their role and responsibilities. The materials include key information about how students with EAL learn and develop practical strategies for teachers to implement in class and advice about assessments in each Key Stage. There is also guidance to support potential Special Educational Needs and Disability (SEND) issues within EAL students.

It is essential that the school ethos reflects a warm and welcoming environment which makes families feel valued and respected. The guidance provides ideas to support induction, the transition process, as well as signposting families and colleagues to useful websites and organisations.

We appreciate each school is unique and will have different factors to consider. We hope the guidance will empower you to develop your practice and expertise to enable students to thrive in their future.

Acknowledgements

Introduction and Acknowledgements

Background

English as an additional language (EAL) refers to learners whose first language is not English. The learner may already be fluent in several other languages or dialects, which is why the term English as a second language (ESL or E2L) is inappropriate and should not be used in inspection reports. The term English for speakers of other languages (ESOL) is used in post-16 provision. The term English as a foreign language (EFL) refers to students studying English overseas or in this country for a specific purpose. It should not be used as an alternative term for EAL.

Leadership and management

The school development plan should have clear objectives and strategies for the needs of EAL learners. There should be regular training for all staff on the needs of EAL learners.
Any additional funding, such as the Ethnic Minority Achievement Grant, should be deployed strategically to support new arrivals as well as advanced bilingual learners.

Teaching and learning

Specialist EAL support should be available for new arrivals from qualified teachers or teaching assistants who have received appropriate training and support. More advanced learners of English should have continuing support in line with their varying needs as they develop competencies over time. Class/ subject teachers should plan collaboratively with EAL support teachers or teaching assistants. There should be a focus on both language and subject content in lesson planning. All EAL learners have a right to a broad, balanced and relevant curriculum at every stage during their education including the National Curriculum as appropriate. This is best achieved within a whole school context. Pupils learn more quickly when socialising and interacting with their peers who speak English fluently and can provide good language and learning role models. Any withdrawal of EAL learners from a mainstream class should be for a specific purpose, time limited and linked to the work of the mainstream class; the subject/class teacher should be involved in all the planning.

Achievement and standards

The school should also have taken steps to assess the learners' proficiency and literacy in their first language and established what prior subject knowledge and experience they have in other subjects. The progress and attainment of all EAL learners, including those who are advanced bilingual learners, should be closely monitored so they are doing as well as they can. The cognitive challenge should remain appropriately high and not be reduced because the English language demand has been reduced. EAL learners' conceptual thinking may be in advance of their ability to speak English.

We all play an important role in making our visitors feel welcome. Here are some ideas to help you develop a whole school approach when inducting families with English as an Additional Language**.**

Office Team

- Welcome family into school. **EAL Lead or Headteacher to meet and greet the family and carry out the school tour.**
- Complete admission forms - include EAL background information sheet.
- Provide the family with information about school as well as any specific EAL information parent booklets, welcome booklet (in families home language), uniform and PE days.
- Arrange a home visit by new Class Teacher/EAL Lead/ Headteacher for children joining any year group, before child starts school. **Children joining the school who are newly arrived from overseas would benefit from a home visit.**
- Arrange a start date and time in consultation with the Class Teacher - possibly delay start date by two days to allow preparation time for an inclusive admission.
- Pass on information and a copy of the student background information form to the Class Teacher and the Teaching Assistant.

EAL Induction Guidance for Primary Schools

EAL Lead Role and responsibilities

- Will arrange interpreter if necessary/possible.
- Be available for the meeting.
- Gather background information on the student and their family.
- School tour – either EAL Manager or appointed person can carry out the school tour.
- Agree a starting date – usually two days after the meeting depending on the circumstances. This allows time for the Class Teacher to prepare for the student.
- Inform school office of the starting date and copy of the student's background information sheet for record purposes.
- Inform the Class Teacher about starting date.
- Share background information with the Class Teacher.
- Discuss support for the student and family with the Class Teacher and Teaching Assistant. Put a support plan in place to assist the student in their early days at school (buddies etc).
- Purchase resources for new arrival if necessary.
- Review student's needs with the Class Teacher after they have settled into school routine (approximately 3 weeks after their arrival).
- Discuss timetable arrangements for student after the review period.
- Signpost staff and families to guidance and resources accordingly.
- Carryout a baseline assessment - track and monitor progress made by EAL students across school using the NASSEA Assessment Toolkit. Review termly.
- Ensure systems and processes are working effectively for all stakeholders.

Class Teacher

- Read the EAL induction policy.
- Identify buddy/buddies for the new arrival.
- Support the buddy by giving them tips on how to support the new student. Inform them about their cultural heritage and home language.
- Provide the children with "Being A Good Buddy" leaflet.
- Provide the parents with a curriculum overview.
- Liaise with the EAL Lead regarding best ways to support the student.
- Try to engage the parent from the outset to support the School and Parent Partnership Agreement.
- Plan for new arrival using NASSEA Strategies and Advice for Teachers and Teaching Assistants.

Office Team

- Arrange a meeting and invite EAL Lead.
- Welcome family into school.
- Upload admissions data onto MIS (Management Information System).
- Inform teachers of a new starter in their class.
- Arrange an interpreter, if necessary.
- Arrange a start date and time in liaison with admissions co-ordinator.

EAL Lead

- Tour of the school.
- Complete the family Background Information Sheet & share with staff.
- Provide family with information about the school - everyday routines, things they will need & curriculum information
- Signpost staff and families to guidance and resources accordingly, including a dual language dictionary.
- Show parents how they can support their child's learning at home.
- Complete a baseline EAL framework assessment approximately 3 weeks after arrival.
- Track and monitor progress made by EAL pupils across school, using an appropriate assessment framework & Proficiency in English DFE coding.
- Ensure systems and processes are working effectively for all stakeholders.

Pastoral Leads and Subject Teachers

- Introduce themselves to the student.
- Familiarise themselves with the student and share relevant information with other adults supporting the student.
- **Pastoral Team**: Allocate a buddy and/or key adult support for the student.
- **Pastoral Team**: Monitor behaviour and keep a holistic overview of their progress.
- **Class Teacher**: Prepare resources & differentiate material.
- **Class Teacher**: Regularly check progress to review if targets are being met.

One of the most effective ways to make new arrivals, parents and their families feel welcome is to reflect the language, culture and religious backgrounds within the school environment. This gives a clear message that the school values cultural diversity and gives students from minority ethnic groups an instant sense of belonging; when they see that their culture and religious backgrounds are reflected within the environment, they automatically feel included and accepted. This can also help lessen the anxiety that some children may be experiencing when entering an unfamiliar setting. The school learning environment should be inviting and reflect the school community.

Many parents of new arrivals enjoy helping in the classrooms. Providing parents with a reason to come into school will help them to feel more comfortable in their new school and will encourage home-school partnership.

Some key points in creating a welcoming climate:
- A sense of mutual respect is essential.
- Designing effective two-way communication strategies.
- Creating welcoming environments for parental involvement in the school.
- Helping parents/carers in assisting with home learning activities.
- Involving parents /carers as key partners in educational decision-making.

Suggestions on how to make the school environment culturally inclusive:

Main school

- Welcome booklets in dual languages for parents and carers.

- Multi-language signs in designated areas of school.

- Displays with positive images of people from around the world.

- Multi faith displays.

- A range of cultural displays across the school.

- Make the lunch hall welcoming and inviting as this can be a scary place for new children.

- Ask the kitchen staff to cook cultural dishes to celebrate national festivals. This can be organised by carrying out a student and staff survey on what their favourite foods are.

Classrooms

- Staff to welcome the student into their classroom, write a welcome hello in the student's mother tongue and then write "My name is … (teacher's name).

- Teach the student how to say hello in different languages.

- Provide visual timetable.

- Dual language books and CDs.

- Dual language resources.

- Dual language displays.

- Celebrate the student's heritage using a world map to identify the student's heritage. Add a statement about the student's culture (Possibly a religious event they observe).

- Celebrate international holidays and festivals.

- Value the student's cultural background through the use of the curriculum. Provide experiences that will interest and engage minority ethnic groups.

- Allow the student to write in their first language.

- Choose a range of texts that have been written by writers from different ethnic, cultural and religious groups; try to include their own communities.

- Role play, dolls, books, cultural stories, dual language books, recipes from around the world, food packaging that are familiar to all students.

- Posters, books and teaching aids should reflect the community the school serves.

- Remember the impact that non-verbal communication has on parents and students with little or no English.

- Celebrate national days via the daily news for all staff and students.

- Promote British Values – tolerance and respect for all people.

- Have a map of the world on display which identifies countries that the students are from.

- Make a memory box with the student. This is particularly useful for students who have just arrived in the UK.

The most important thing to consider is what would make you feel welcomed if you moved to another country and could not speak the same language; what would help you?

The ethos underpinning a school or setting should embrace and value all families and their heritage. Parents are the primary and most influential educators in a student's life. Therefore it is essential that schools and settings work in partnership with parents to develop a shared understanding of how the education system works in England. Practitioners also need to be aware of the child's previous experiences as well as the family's cultural expectations of education.

Please consider the following:

- Cultural sensitivity to dress code.

- New arrivals may not have experience of attending a school.

- Children may start at a different age in some countries.

- Children may not progress to the next year group until they have reached a satisfactory standard.

- Parents may not be aware of the expectations of a school in England.

- Parents may think that they have to provide their child with books and resources for school.

- Food expectations – school lunches/snacks during the day.

It is important to ensure that schools and settings provide information about how their child will learn. This can be delivered in a variety of ways such as providing leaflets about different subjects and signposting parents to useful Apps and websites. Spending time with parents by providing a one to one session with the student to demonstrate how key skills, knowledge and understanding are taught in school should also be taken into consideration. This helps the parent understand the techniques and how to approach topics with their child at

Parental Engagement

home. Learning packs for home could be created to help the child learn key vocabulary and practise strategies for reading, writing and maths.

When communicating information to parents in a written form consider using basic English and incorporate pictures to help the parents fully understand the context, particularly if the parent is required to bring items to school or their child is expected to dress up for a themed event. Parents find visual support such as photographs or real objects helpful.

Staff need to be aware of the different languages spoken across the school. Often bilingual parents are willing to translate information to others. They can also explain about school issues some families may be concerned about. Some schools translate letters and information on their website for families.

Parents may also want to enquire about adult English courses. Signpost parents to local ESOL classes and to websites such as Learn English British Council.
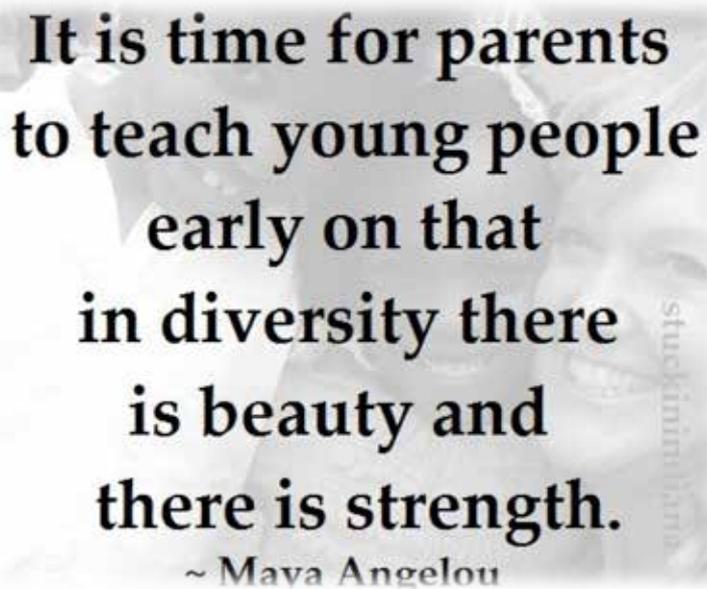
> It is time for parents to teach young people early on that in diversity there is beauty and there is strength.
> ~ Maya Angelou

Teaching and Learning Ofsted

Students learning EAL are not a homogeneous group. Inspectors should be aware of the possible variations between individuals and groups. Students come from diverse linguistic, cultural and educational backgrounds. These variations are significant when interpreting the overall attainment and achievement of EAL learners. Learners will be at different stages of English language acquisition (from complete beginner to advanced bilingual), but even those at the same stage of English language acquisition will have different backgrounds and needs, for example, they will have had different experiences of schooling overseas. Some will be literate in other languages and might already have developed concepts in other subjects, such as science and mathematics through another language. Others will have had little or no formal education and might not be literate in any language. Some will be gifted or talented; others will have learning difficulties and/or disabilities.

Some key points to consider:

Bilingual students' experiences will vary, as will their use of English and knowledge of culturally specific frameworks for learning. Learning involves integrating new information ('input') into their existing mental model of the world. In additional language learning, prior knowledge of content and language plays a major role in helping to make new language input comprehensible. Students learning EAL require opportunities to draw on additional contextual support to make sense of new information and language. Content understanding for students learning EAL can be greatly improved through the use of visual support. This can help learners to conceptualise learning tasks that are being presented to them.

Learners should be actively encouraged to produce spoken and written language from an early stage of the lesson(s) onwards. This is important for both cognitive and linguistic development. The active use of language provides opportunities for learners to be more conscious of their language use, and to process language at a deeper level. It also brings home to both learner and teacher those aspects of language which will require additional attention.

Students learn best when language is presented in a meaningful context. The curriculum provides opportunities for language development and scope to reflect the cultural background of the student. Teachers need to focus on individual needs. Students should be grouped in mixed ability groups to ensure access to good English role models and cognitive challenge. Tasks should be achievable and cognitively challenging.

It is important that teachers and teaching assistants understand progression in additional language learning. They should be able to assess the students' understanding of curriculum content and use this information to inform in their planning. Teachers should draw on the students' bilingual knowledge and experiences; they can find out what students know about a topic through questioning and supporting self-monitoring.

EAL pedagogy is the set of systematic teaching approaches which have evolved from classroom based practices in conjunction with the development of knowledge through theoretical and research perspectives. These approaches meet the language and learning needs of students for whom English is an additional language. They can be used in a wide range of different teaching contexts.

Principles which underpin good practice for students learning EAL:

Teachers, who have acquired expertise in EAL, whether they are specialists or class or subject teachers, will:

- Understand progression in addition language learning
- Be able to assess the students understanding of curriculum content and use this information in their planning.
- Draw on students' bicultural and bilingual knowledge and experiences.
- Incorporate first language knowledge.
- Use appropriate staff resources, where available.
- Share good practice with staff and other EAL Leads.

Effective Strategies

Teachers have to know what EAL students' level of understanding is in order to support them effectively. A strategy will only be effective if a student can access the information. With this in mind, consider the following:

New to English

Enable use of first language as a means of communication. Allowing students to process some information in their first language will relieve pressure and potential feelings of isolation.

Early Acquisition

Students are not necessarily new to learning. It is quite possible they have extensive knowledge, just in their first language:

- Identify language barriers: consider tenses, verbs and agreements.
- Access students' prior knowledge.
- Visually introduce new topics. This places EAL students on level ground with everyone else in the class.
- Allow students to use the Word translation facility to demonstrate understanding.
- Consider word bank activities with pictures.

Developing Competence and Competent

When students are able to express themselves verbally using everyday language they will still need extensive support to develop subject specific language, idioms and nuances.

- Dual language translations are important to ensure understanding and development of the English language.
- Focus on keywords and key texts.
- Encourage the use of bilingual dictionaries.
- Pre-teach and over-learn subject specific language.

Practical Strategies to Build on Prior Knowledge

- Brainstorm in groups and pairs before completing an independent piece of work.
- Jigsaw/market stalls activities – a group activity where students have different roles: 1 person gathers information, 1 person records, 1 person questions etc.
- Discovery tasks.
- Use of labelled diagrams.
- Scaffolded activities.
- Modelling.
- True or False questioning.
- Multiple choice.
- Questioning to check understanding.
- Use of drama and role play.
- Mind maps.
- Use of ICT.
- Card sorting activities to identify the order or the most important, enhances discussion and justification skills.

There is a distinct difference between a visual aid (for example a picture of a frog) and 'key visuals' (for example a diagram of the life cycle of a frog). Key visuals or graphic organisers are linked to tasks which support the development of conceptual and language knowledge. They provide a summary of information. Visual support and graphic organisers might include:

- **Maps.**
- **Diagrams.**
- **Charts.**
- **Tables.**
- **Semantic webs.**
- **Graphs.**
- **Time-Lines.**
- **Outlines of causal sequences.**
- **Videos.**
- **Computer graphics**
- **Web pages etc**

There are various EAL Assessment Frameworks that help to support both practitioners and students to develop, enrich, accelerate and track understanding and effective use of English for bilingual students. The different frameworks provide progressive descriptive targets for the EAL learner. These can help to achieve and increase students' communication inside and outside the classroom. Listening, speaking, reading and writing of the English language in all school years, can help to continue and advance the use of English through the whole curriculum.

The Bedford Borough EAL initiative currently suggests and highlights the effectiveness of the NASSEA EAL Assessment Framework which encompasses the areas of development regarding Listening/ Understanding, Speaking, Reading/ Viewing and Writing. Advancing step descriptors support the development in Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) to help EAL Learners from Early Years, Key Stage 1, Lower Key Stage 2, Upper Key Stage 2 and Key Stage 3 / 4 This detailed tracking tool, available either electronically or as a hard copy, helps the EAL Lead and teachers to track, monitor progress and see the impact of teaching on each individual EAL Learner.

In addition to the NASSEA EAL Assessment Framework "Moving From Induction NASSEA Step 4 in Key Stage 1" and "Language Progression in Key Stage 3 Science Steps 1 – 8" provides further guidance for practitioners. These documents provide teachers with the opportunity to enhance planning and enrich EAL students learning.

These various EAL Assessment Frameworks can be arranged and used in correlation with the statutory Department for Education English Proficiency Codes for all EAL registered pupils in English schools. The Proficiency Codes are scaled A to E with progressive step titles and definitions: 'New to English' (A), 'Early Acquisition' (B), 'Developing Competence' (C), Competent (D) and Fluent (E).

The ENAF Maths site provides for the learning and understanding of the EAL student via the assessment of different mathematical topics for different key stages. Tests can be translated into multiple different languages and can support a baseline assessment for students who start with no mathematical attainment information. These can provide planning opportunities for teachers to develop progression. Visit ENAF website to access further information. (http://galileo.crdp-aix-arseille.fr/mathsenaf/)

Caroline Scott, a prominent leader in English as an Additional Language is the author of 'Teaching Children English as an Additional Language: A programme for 7-11 year olds' and 'Teaching English as an Additional Language 5-11: A Whole School Resource.' Caroline is also the architect of the Learning Village, an online English language learning programme for EAL students, provides assessment opportunities, effective EAL training which supports learning across the curriculum. Her work can be accessed at the following:

http://www.communicationacrosscultures.com

https://www.learningvillage.net/

Although Ofsted offers no official guidance on how schools should assess learners with EAL, they do expect that schools have an effective method of capturing what EAL learners can do, especially new arrivals.

School staff should be aware that it takes approximately two years for a student new to English to acquire conversational fluency in their use of English, but that it takes a further five to seven years for them to develop full academic proficiency. Research has shown that if a child has no prior schooling or has no support in native language development, it may take seven to ten years for ELLs (English Language Learner) to catch up with their peers.

The DfE English Proficiency Scale codes have been provided as a guidance to support teacher assessment. Schools should note that the DfE Proficiency Scale is not fit for the purpose of measuring a student's progress in their acquisition of English over time. An EAL assessment framework such as NASSEA (Northern Association of Support Services for Equality and Achievement) or the Bell Foundation's Assessment Framework should be used as a formative assessment to get a more accurate picture of the student's ability.

Staff should approach the use of the Proficiency Scale with the expectation that the vast majority of EAL students who start at "A" will rapidly progress into "B" but may spend considerably longer at "C" or "D".

The terms "fluency" and "proficiency" are not interchangeable. "Fluency" implies a level of competence in spoken language, whereas "proficiency" describes a level of competence across all areas of language including literacy skills. Schools should take into account the student's skills in reading and writing when making judgements using the DfE Proficiency Scale.

Initial assessment

The purpose of the initial assessment is to determine what support will be required in order to enable students to access the curriculum. Consideration should be given to where the assessment will take place. It should be carried out in a familiar setting and by someone who the student is accustomed to; this will help to alleviate any undue stress on the student. Assessments should be carried out over a period of time using different methods to gather reliable information.

New Arrival - Beginner: (Early acquisition – A/B)

Focus - Effective communication. At this stage fluency and building confidence is probably more important than accuracy.

When carrying out an initial assessment for language and learning needs, you will need to consider the following areas:

- Gathering information on the student's social, cultural and linguistic background. This can be gathered at the initial meeting with parents under your induction procedures.
- Have a record of the student's English language proficiency. You could use the DfE English Proficiency codes to support your judgement.
- Before making any sort of formal assessment of a newly arrived EAL student's skill in English, schools should allow settling in time of up to half a term.
- Observations can take place during this time to monitor (BICS) basic interpersonal communication skills.
- Use an EAL assessment framework to track the student's progress.
- Use baseline assessment materials in English, covering NASSEA's recommended areas of speaking, listening & understanding and reading & viewing, as adopted by Bedford Borough. Baseline assessments for maths may also be relevant for Upper KS2, KS3 and KS4.
- Collect the student's previous school records (if available). This will provide you with information on the student's progress and achievement.
- Have discussions with staff that are supporting the new arrival. This may give you a more accurate picture of the student's level of English, style of learning and attitude.
- Provide feedback to the class teachers so that they can plan appropriate learning experiences for the new arrival.
- Identify next steps and strategies to support language acquisition.
- Regular monitor the student's social emotional wellbeing by liaising with teachers regarding concerns over progress, planning or differentiation.
- Review progress regularly.

Intermediate EAL Learners
(Developing Competence - C)

Intermediate EAL learners are generally, as a rule, those who have been learning English between two and five years. On the DfE scale Intermediate EAL learners would be coded as Band C (Developing Competence). Intermediate EAL learners would typically be able to communicate successfully in English and have developed more control of functional language. Their spoken English, however may not be particularly accurate, with surface errors sometimes continuing for a number of years.

Focus – for teaching and support should be on increasing accuracy.

- Intermediate EAL learners need to be encouraged to notice key features of English and apply them in their own speech and writing.
- They may be able to speak and understand reasonably well and can use basic tenses but may have problems with more complex grammar and vocabulary.
- Use data to analyse EAL students who are not making good progress.
- Identify barriers to learning for those students not making progress.
- Identify the gaps and actions. Agree next steps, strategies and suitable interventions.
- Continue with assessments through observations and a formal assessment framework.
- Continue to monitor student's social emotional wellbeing.
- Liaise with teachers regarding concerns over progress.
- Look closely at planning differentiation, matching activities to lesson objectives.
- Review regularly.

Advanced EAL Learners –
(Competent and Fluent – D/E)

Advanced bilingual learners are defined as students who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of students with English as a first language but whose writing may still show distinctive features related to their language background, (defined by Ofsted 2005). For EAL learners with proficiency levels below E, it is expected that schools will monitor proficiency on an ongoing basis, thereby ensuring that adequate levels of support are provided.

Focus – developed use of academic language and writing. Continue to monitor progress with a focus on the following areas of assessment in writing.

- Is there difficulty in:
    - Finding and using ideas from reading in their writing?
    - Keeping control of genre and register?
    - Accuracy in subject-verb agreements?
    - Choosing the right article?.
    - Choosing the correct preposition in formulaic phrases, e.g. help with using the correct endings for person, tense, etc?
    - Accuracy in noun-pronoun agreements and plurals?
- Continue tracking and monitoring the student's progress.

Next steps – The strategies you used with the pupil in the earlier stages will still be appropriate.

- Identify gaps to support planning.
- Apply strategies and suitable interventions if required.
- Reinforce key vocabulary.
- Teach grammatical features of specific task.
- Provide explicit teaching of examination language.
- Model language conventions of different subjects.
- Continue to scaffold learning.
- Review regularly.

Early Years Foundation Stage Profile Handbook 2018

Guidance for children with EAL

The 3 aspects specific to the assessment of children for whom English is not their home language are:

- Development in their home language.
- Development across areas of learning, assessed through their home language.
- Development of English.

Within the EYFS profile, the Early Learning Goals (ELGs) for communication and language, and for literacy must be assessed in relation to the child's competency in English. The remaining ELGs may be assessed in the context of any language – including their home language and English.

This has implications for provision. The principles of good practice for children learning English are the principles of good practice for all children. Children must have opportunities to engage in activities and first-hand experiences that do not depend solely on English for success. They must be able to participate in ways that reveal what they know and can do in the security of their home language. For children to grow in confidence, and hence demonstrate their embedded learning:

- Their environment must reflect their cultural and linguistic heritage.
- Their learning is supported by a wide range of stimuli and experiences.

Always check JCQ guidelines for current requirements of EAL support in national qualification exams, as they change annually.

If you have any questions, please speak to your exams officer in the first instance. Following this conversation, if you are still unsure, please seek advice from the standards and testing agency or JCQ.

For practitioners supporting the application of Key Stage 1 and Key Stage 2 Standard Assessment Tests (SATS) always refer to the latest Assessment and Reporting Arrangements (ARA) guidance from the Standards and Testing Agency. These up to date documents normally are provided for schools in the October prior to the tests to allow appropriate planning to be organised where required.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/651763/2018_KS2_Assessment_and_Reporting_Arrangements__ARA_.pdf

The National Subject Association for English as an Additional language (NALDIC) have identified that the problems for EAL students alongside SEND often will cause difficulties. The EAL student should not be considered as having learning difficulties purely because their first language is not English. The lack of fluency in English should not be measured as a special educational need in relation to cognition and learning. As a rough guide, the percentage of EAL students with SEND should be comparable to the overall percentage of pupils recognised as having SEND in the mainstream of the school; although some of the EAL students will present with SEND, the vast majority will not.

The identification of EAL students who have SEND needs can be troublesome as very often early acquisition to English students new to the U.K. may go through the **silent period**. This is where the student will be absorbing through learning and observing, the procedures in their new environment, a period which may last take several weeks. NALDIC have recognised that most students learning to read in a second language show relatively few problems in developing "word – decoding" skills. If the student is struggling to enhance these decoding skills, this may be a significant signal of underlying difficulties.

EAL – SEND Guidance

The Ethnic Minority Achievement Network (EMA) from Milton Keynes Council (2015) have identified further multiple "Triggers for cause for concern" regarding identifying potential SEND issues in EAL Students. These are:

- Language acquisition progress below the expected norm.
- Unusually slow work rate compared to peers.
- Little response to teacher intervention or peers.
- Specific weakness in English language development e.g. poor verbal comprehension, limited vocabulary and use of expression.
- Poor listening and attention skills.
- Specific weakness in English literacy skills, e.g. difficulties in reading, comprehension, limited unaided writing.
- Gap between cognitive ability tests (CATS) and reading age.
- Very low baseline assessment.
- Poor ability in first language.
- Inability to acquire basic number concepts.
- Parent expressing concern over pupil's school progress.
- Pupil has difficulty in subjects which are less language dependent; however, it should be recognised that knowledge of vocabulary is necessary in all subjects.
- Emotional and behavioural difficulties. Pupils remain socially isolated within peer group after significant settling–in period.

Where a cause for concern has been recognised, schools can investigate the following questions to identify the possible reasons for these concerns:

- Is the culture and ethos of the school and the curriculum inclusive?
- Has sufficient time or opportunity for proficiency in English been allowed?
- Is teaching and learning differentiated appropriately for a beginner bilingual?
- For a more advanced EAL student, has the pupil developed good conversational English but not the formal academic language needed for learning?
- Is the student experiencing the emotional effects of racism or other stressful life events, particularly for newly arrived or refugee students?
- Has a specific language disorder been identified?
- Does the student have special educational needs?

When considering these questions, a range of tasks will need to be carried out which should include:

- First language assessment. This can be accessed for example through Milton Keynes Language Services.
- Discussions with teachers, learning support assistants, language assistants and parents, including a review of teaching and learning strategies employed.
- Formative and summative assessments.
- Consideration of changes over time, particularly the student's response to efforts made to improve the learning environment and their access to the curriculum.

EMA advise that any single assessment is not sufficient in itself. These tasks should be considered in context, in a cyclical manner, over a period of time.

The Bell Foundation identified a procedure to support the process for assessing any EAL students which are causing concern through five key steps:

- **Step 1:** Exploring reasons for concern.
- **Step 2**: Collecting pertinent background information.
- **Step 3:** Collecting evidence.
- **Step 4:** Analysing the information and evidence collected.
- **Step 5:** Identifying the pupil's needs and the provision required.

The assessment of an EAL student using their first language to support the identification of a learning need, can ascertain whether a student:

- Has a preferred social language.
- Has a social language that is at an age appropriate level.
- Has expressive speech and language difficulties.

The Bell Foundation and NALDIC acknowledge that using the student's first language when assessing also provides the opportunity to see the level of academic ability in speaking, listening, reading and writing of those pupils who have studied in their first language, (although this can be difficult as it requires understanding of the education system as well as knowledge of the non-English academic language in which the pupil has studied). This will only be valuable if the student has used the language regularly for learning historically as well as the subject area being assessed.

Such knowledge provides important information that should inform the decision-making process. It should also be remembered that this is only part of the process. Using first language to assess a pupil's everyday communication fluency and his/her level of academic ability **CANNOT**, of itself, determine whether an EAL learner has a special educational need. It may be a good indicator but it would need to be substantiated by the further collection of information and evidence and the analysis of this data, taking into account factors that affect the achievement of pupils with EAL as detailed in 'The Procedure'.

Further information to gather, which can support the assessment procedure for the EAL student, can be accessed through the background information check list including speaking to the family about any historical events or issues that may have affected the student.

A strategy to help assess the student in their first language is to use an interpreter to assist to translate a test. Bell Foundation have acknowledged that it can be difficult to find an interpreter who speaks the same language or dialect even when they are from the same country as there can be various dialects between one village and another. There is also the chance that if the interpreter does come from the same village as the student there still can be differences within their vocabulary due to different language experiences. If there are a large number of languages spoken by pupils in a school, with high numbers of languages spoken by a relatively small number of students, the process of getting an interpreter can be challenging; this can result in sacrificing quality in order to find anyone who can speak the language required.

For the best outcomes when assessing the student using an interpreter, the interpreter needs to have an understanding of the educational system in the country the pupil has arrived from as well as the U.K. education system. The interpreter will need training on the rules of assessment. If using a parent working in the school, confidentiality issues need to be taken into account and the correct checks taken place. Good practice is for a pre – meeting between the school and the interpreter to discuss assessment procedures, context of the assessment and the confidentiality reasons.

Using an interpreter for an assessment may cause the pupil to not perform due to the artificial situation created and the use of adults not known to the student. This can be more pertinent to younger students new to a school. Based on the background information of the pupil it is important to consider the purpose of the assessment, if it is possible to translate the test and how translating may affect results

Milton Keynes Council can support if you are trying to find information about how to locate an interpreter.

It is important to remember that EAL students who do not have SEND can take up to two years to develop social fluency in English and up to seven years to develop the specific language required to access the curriculum. EAL students will normally go through the **silent period,** which can last for up to six months and beyond. NALDIC identified that it is important not to be too hasty in assuming that students have SEND at this point, as challenges could be part of the normal process of acquiring an additional language.

NALDIC acknowledge that there is no single specific test that can identify whether EAL students have SEND and assessments should be made through their achievement in all areas including their particular strengths and needs. These assessments should be built up over a period of time to provide the most accurate picture of the student's needs. This cannot be taken in a one off test or situation. When assessing reading ability it is important to remember that though the student may have decoding skills they can still have limited comprehension regarding what they are reading. This can also be relevant for EAL students reading aloud where accuracy at word level, can be greater than comprehension and thus the gap between EAL students and their peers is frequently greater in comprehension than reading accuracy.

Bedford Borough SEND Team

The backgrounds and experiences of the individual team members are wide and varied, however we share a commitment in meeting the needs of children and young people with Special Educational Needs and Disabilities (SEND).

Team email: sendteam@bedford.gov.uk

Team telephone number: 01234 228375

Bedford Borough SEND Team 2017- 2018	
Diane Boyd	SEND Team Manager
Donna Carr	SEND Officer
Dawn Day	SEND Officer
Lyndsay Maguire	SEND Officer
Joanna Erickson	SEND Officer - Post 16
Vivianne Hornsby	SEND Support Officer
Andrea Forbes	SEND Senior Support Officer
Melissa McLaughlin	SEND Support Officer
Helen Milbourne	SEND Finance, Data, and EHC Needs Assessment Officer
Jilly Jamieson Prince	SEND Caseworker
Lori-Anne White	SEND Caseworker
Robin Sparks	SEND Caseworker
Fiona Wilson	SEND Caseworker
Robert Frampton	SEND Caseworker

Primary	→	Secondary
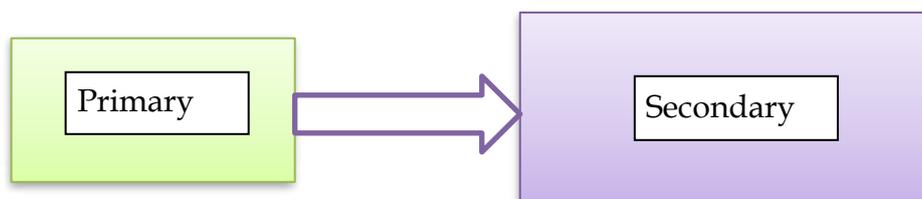
Transition, whether between teachers, year groups, key stages or schools, can be a worrying time for any student; but for a student with English as an additional language, it can be an even more trying time.

Students become familiar and comfortable with the routines of a particular class and school environment. Learning and adapting to new routines is an important part of life but it is essential we ensure EAL students have the support they need to be able to learn and adapt at the same rate as their peers.

In order for a new teacher to be able to provide a smooth transition for their EAL students, they must be given clear and concise information regarding the current levels of attainment; potentially even more important than this are practical strategies that have helped to engage a student previously and an accurate picture in relation to behaviour and parental engagement.

To facilitate this process, each school should make every member of staff aware of their protocols and policies with regards to transition and transfer for EAL students.

With this complete overview, teachers will be well placed to provide an effective support package right from the start of a new academic journey.

Please note: Bedford Borough encourage the use of the *English as an Additional Language – Handover Checklist* to facilitate the transition process, an example of which can be found in the supplements section.

Transition and Transfer

One of the vital ways of supporting EAL students and their families is linking together schools and the communities around it. Community links exist to provide support and network systems to improve outcomes for students and their families living in the area.

Community links can be a very important element in the growth, development and wellbeing for all young people. Links with the local community can help in building relationships with groups and individuals who will provide positive role models for students. They can also be useful when celebrating cultural holidays, raising awareness of particular cultural values and engaging community leadership in school partnerships.

Contacts below can be useful for you to help your school in engaging their staff, governors with the wider community. EAL practitioners may find it useful to use some of the contacts below regarding community engagement:

Local community links

- Polish British Integrational Center   http://www.pbic.org.uk/
- PLCA Polish Language and Culture Association http://plca.org.uk/
- BRASS Bedfordshire Refugee and Asylum Seekers ehttps://www.brassbedford.org.uk/
- YMCA http://www.ymcabedfordshire.org.uk/
- Milton Keynes Ethnic Minority Achievement Support Service, Queensway Centre, ema@milton-keynes.gov.uk
- Bedford Community Centres http://www.bedford.gov.uk/community_and_living/community_centres.aspx

Community Links

- Citizens Advice Bedford https://www.bedfordcab.org.uk/
- Guru Nanak Gurdwara, 84 Ford End Road, Bedford. Tel 01234 266531   Sunday School and Kirtan class.
- Guru Gobind Singh Gurdwara, 156 Bedford Road. Tel 01234 294099 Sunday School and Kirtan class.
- Sri Gurdwara Sahib Ramgharia Sikh Society and Community Centre, 33-39 Ampthill Street, Bedford, Tel 01234 342969 Sunday School.
- Gujrati Mitra Mandal   https://www.facebook.com/GMMBedfordUK/

References

Name of author/establishment	Areas referenced
Primary and Secondary National Strategies: New Arrivals Excellence Programme Guidance **(Ref: 0065-2007BKT-EN)**	• Teaching and Learning Guidance • Induction
NALDIC https://www.naldic.org.uk/eal-teaching-and-learning/outline-guidance/pedagogy/	• The Distinctiveness of EAL Pedagogy
NASSEA http://www.nassea.org.uk/eal-assessment-framework/	• Assessment
https://ealresources.bell-foundation.org.uk/sites/default/files/document-files/Distinguishing%20the%20difference.pdf	• SEND
Bell foundation and Nexus https://www.bell-foundation.org.uk/eal-programme/teaching-resources/eal-assessment	• Assessment
Dr Anne Margaret Smith – ELT Well http://eltwell.com/elt-well/anne-margaret/	• SpLD assessment
Caroline Scott – Learning Village http://www.communicationacrosscultures.com/about-communication-across-culture	• Teaching and Learning Guidance

EAL Academy - https:// www.theealacademy.co.uk/	• Induction
Ofsted http://www. / Ofsted%20Guidance%20for%20EAL.pdf https://www.gov.uk/government	• Guidance for EAL
Supporting Identity, Diversity and Language in the Early Years by Iram Siraj-Blatchford and Priscilla Clarke.	• Parental Engagement
Early Years Foundation Stage Profile Handbook by Department of Education.	• Recommended Assessment Processes
"Guidance on the Assessment of pupils with English as an additional language who may have Special Educational Needs", The Ethnic Minority Achievement, Children and Families, Milton Keynes Council (2015).	• SEND
Thomas and Collier 1995	• Assessment

References

Further Reading

- www.standards.dcsf.gov.uk/nationalstrategies

- **Aiming High: Meeting the needs of newly arrived learners of EAL - (Ref: 1381-2005)**

- **Excellence and Enjoyment and teaching for Bilingual learners – (Ref: 0013-2006)**

- **Ensuring the attainment of more advanced EAL learners – a guided resource –(Ref: 00045-2009)**

- **Organising a work sample - (Ref: 0390-2003)**

- **Sustaining improvement: A suite of modules on coaching, running networks and building capacity (Ref: 0565-2003)**

- **Tackling underperformance: A Guide for School Leaders - (Ref: 0758-2004)**

- **Tracking for Success -(Ref: 1545-2005)**

- **Marking Progress – Training materials for Assessing English as an Additional Language**

- **Professor Stephen Krashen – Theory of Second language Acquisition**

- **Professor Jim Cummins - The Iceberg Model (BICS and CALP)**

- **Dr Anne Margaret Smith - Specific Learning Difficulties**

- **Naldic**
  https://naldic.org.uk/
- **Bell foundation and Nexus**
  http://www.bell-foundation.org.uk/about-us/
- **Hounslow Language Services**
  http://www.ealhls.org.uk/
- **Tes**
  https://www.tes.com/teaching-resources
- **Caroline Scott** (http://www.communicationacrosscultures.com) (https://www.learningvillage.net/)
- **Dr Anne Margaret Smith**
  http://eltwell.com/
- **Stephen Krashen**
  http://www.sk.com.br/sk-krash-english.html
- **EAL Academy**
  https://www.theealacademy.co.uk/
- **NASSEA**
  http://www.nassea.org.uk/
- **EMA Milton Keynes Council**
  https://www.milton-keynes.gov.uk/schools
- **Young Interpreters**
  http://www3.hants.gov.uk/hyis
- **The Key for School Leaders**
  https://schoolleaders.thekeysupport.com/
- **ENAF**
  (http://galileo.crdp-aix-marseille.fr/mathsenaf/
- **Mantra Lingua**
  http://uk.mantralingua.com/
- **Collaborative Learning Project**
  http://www.collaborativelearning.org/
- **Plickers**
  https://www.plickers.com/
- **Twinkl**
  https://www.twinkl.co.uk/resources
- **British Council**
  http://learnenglishkids.britishcouncil.org/en/
- **Primary Resources**
  http://www.primaryresources.co.uk/
- **Newbury Park Model**
  http://www.newburyparkschool.net/langofmonth/index.html
- **Racing to English – Gordon Ward**
  http://www.racingtoenglish.co.uk/

Supplements

Primary school Class Teacher Role and Responsibility for the Induction of EAL Pupils

Teachers should complete the following:

- Read the EAL Induction policy ☐

- Meet the parents ☐

- Identify 'buddy/buddies' for the EAL pupil and give out the buddy leaflet. ☐

- Provide a curriculum overview for the parents (to enable parents to inform the pupil in their first language). ☐

- Read the EAL tracker once it has been completed by the EAL Leader and fill in at appropriate intervals. ☐

- Liaise with parents regarding support (homework etc). ☐

- EAL new pupil planning to be included in all short/medium/long term planning (link with induction process at first, then general EAL teaching and learning strategies). ☐

- Identify order of learning of key words and liaise with parents ☐

Please only complete this form if English is NOT your first language.

Background Information Collection Form
for Pupils who have English as an additional language

Pupil's Name: …………………..…………….   Age: …………

Information collection date: …………………………

Information collected by (member of staff's name): ………………………………………

Pupil's Details

Full Name: actual/preferred			
Address:			
Date of Birth:		Ethnicity:	
Country of birth:		Date of arrival in UK: (if not UK born)	
Details of previous schooling overseas: (type of school/dates/age started)			
Have they been taught English?		How long have they studied English for?	
Has the child attended any schools in the UK?		How long for?	
Names/addresses of schools attended in the UK:			
Do you have any experience of the English educational system?	Yes	No	Do you need support?
Do you have any work books from this school that you can share with the teacher?	Yes	No	
Can the child read English		Can the child write English?	
Has the child had any long absences from school: (please explain reason)			
Does your child have any areas of difficulty with their learning:			

Can the child read/write in languages other than English? Please specify language(s)	

Religion		Festivals observed:	

Languages spoken to the child at home:	
Does the child have any Dietary requirements, e.g. vegetarian, halal? (please specify)	
Does your child have any Medical conditions? (please list):	
Does your child require any regular medication?	

Has your child had a hearing test?		Date:	Do they wear a hearing aid?		
Has your child had a sight test?		Date:	Do they wear glasses?		

Is your child right or left handed?	
Does your child have any talent or strength	

Family Details

Mother's Name:			Father's Name:		
Country of origin	Mother:		Date of arrival in the UK	Mother:	
	Father:			Father:	

Can parents understand written English?	Yes	No	Do you have someone to help you read English?	Yes	No

What is the most useful written language for communication with parents:	
Do you require a translator for parent consultations? (if yes please state language)	
Status, e.g. Refugee	
Does the child live with both parents as part of a family unit?	
If not, who are the main carers?	
Number of siblings ☐	
Names and ages of child's siblings? What school/nursery do they attend?	

Are you in temporary housing?				
Languages spoken at home by child to:	Mother:		Father:	
	Grandparents:		Sibling:	
What language is used by family members when communicating with the child?				
Does the child attend any school/ class in the community? What is the name of the organisation?				
Please state type of school, e.g. religious school, language school?				
Is there anything else you think would be useful for us to know?				

English as an Additional Language
School to School - Handover Checklist

Pupils Name _____   Current Year Group _____

Current Class Teacher _____

Entry date into school: _____ Language/s spoken at home: _____

Name of receiving school _____

Topics to cover	Notes
Assessment information: • NASSEA descriptors steps.	**Please indicate steps:** L&U S R&V W
• Proficiency in English scales indicators	**Please indicate proficiency of English:** **A B C D E**
• Information on attainment and progress in reading, writing and maths.	
Special educational needs (SEND): • Does the pupil have SEND? What are their main needs?	**K** **EHCP**
• Current levels of support required?	
Behaviour: • Does the pupil have behaviour care plans?	**None** **Low** **Middle** **High**
Motivators: What worked well within the class?	**Please provide strategies used:**

Challenges: What didn't work well within the class?	Please give examples of triggers.
Relationships with parents: • Level of parental engagement	Please rate level of engagment. 0-5. 5 being the highest.
• Any issues with parents	Please give example of issues ie: parent may appear aggressive but actually …..
• How to work best with parents	Please list strategies applied:
• Does the parent/s require a mediator at meetings such as parent consultations?	Please advise language spoken:

Any other comments, eg. LAC/Pupil Premium etc.

Parent's information

Meeting the needs of children with English as an additional language

This booklet is a summary of how we support the needs of children whose mother tongue is not English.
Further information is available from our EAL Manager

.

What is English as an Additional Language?

Many children in English schools speak a home language other than English. They may come from a non English speaking background. They are supported to access the curriculum and reach their full potential within the English education system.

How will my child be supported in school?

Induction

At ……..we believe every parent has the right to know how their child is being educated so we have developed an induction procedure to inform parents about the school and to promote good home/school links.

On admission to the school parents are invited to attend a new parent afternoon. If necessary a mediator can be arranged to translate information.

A welcome booklet is created in the parent's mother tongue and parents are invited to meet with the EAL Manager to discuss any concerns or requests.
This is an informal meeting to make both the child and parents feel welcome in our school.

Classroom Support

The EAL Manager supports children within the classroom to help them access the curriculum and develop their social skills. The class teacher has access to extra resources to support the children's language development and understanding.

Language Acquisition

We assess the child's level of understanding in English when they start at the school. We then write a support plan to develop the child's acquisition of English. The plan is reviewed regularly. In this way the progress of each child is monitored and individual targets are set to help them achieve their potential.

How is my child's progress monitored throughout their educational career?

The Local Authority (LA) monitors the progress of all EAL children. NASSEA (Northern Association of Support Services and Achievement) have developed a framework called 'The EAL Assessment Framework '. This document helps with the English language development of the child and helps us to monitor their progress. This document is passed on to the receiving school when the child moves schools.

Speaking, listening, reading and writing in English are all assessed in line with the National Curriculum. When a child moves from one school to another, this helps the school to meet the needs of the child and target the next stage of their language development.

Is my child's culture celebrated at school name here?

At …… we believe in an inclusive education, in respecting and understanding other cultures.

Throughout the year festivals from a variety of cultures and faiths are celebrated through assemblies and our multi - cultural curriculum.

We arrange various workshops and for visiting performers and speakers to come into school and work with groups of children to enrich the curriculum and enhance their understanding of the world.

At ……we always welcome parents who would like to share their knowledge of their culture with the school.

Our EAL Manager is
Our Deputy Head is
Please contact us with any questions or if you can offer your time to support our children's learning.

When Your First Language Is NOT English

At ………..
We Are
Helping You to Feel Happy and Confident in Your New School

On arrival at our school we want you to feel welcome and supported.

To achieve this
Mrs/Mr …will show you around the school and talk to your parents to find out what help you will need when you join our school.
These are some of the ways we will help.

Mr/Mr ….. Role

Mrs/Mr …is our EAL Leader. She/he will:

o   Show you and your parents around the school.

o   Give you and your parents a Welcome
       Booklet.

o   Assess your learning needs.

o   Produce a support plan for you in school with
       your class teacher.

Class Teachers Role

Your class teacher will:

▪   Talk to your parents about the support you
      need.

▪   Provide a termly curriculum overview for your
      parents

▪   Provide you with key words for
      each curriculum area.

▪   Give you a vocabulary builder in
      your first language and English.

▪   Make sure they have your needs
      included on all of their planning.

▪   Identify 'Buddies' for you in school to help you
      with school routines.

Your Buddy

Your Buddy will be another pupil from your class
who can help you get used to the routines of your
class and the school. They will give you help and

advice if you are stuck or worried. They will be your friend.

In The Classroom
Your buddy will:
- ✓ Help you find the right classroom
- ✓ Sit next to you
- ✓ Help explain the work
- ✓ Help if you are stuck
- ✓ Encourage you to talk.
- ✓ Tell you when you do things right.

In The Playground
Your Buddy will:
- ✓ Show you around the school
- ✓ Talk to you and play with you
- ✓ Help if you are in difficulty
- ✓ Find an adult if you can't sort out a problem by yourself.

Will My Buddy Help Me?
YES! Your Buddy gives you the chance to make a new friend and will help you feel settled at your new school.
Having a Buddy can help you feel more confident.

Who can I ask for help?

My teachers are called:

My Buddies are called

My Buddies speak

I speak

You can also ask Mrs Wilson or any other adult for help at any time.

Welcome to Goldington Green Academy.
We hope that you will be very happy here!

What it Takes to be a Good Buddy At ………

Help Someone to Feel Happy and Confident in Their New School

When a new pupil arrives at our school we want them to feel welcome and supported.
To achieve this
Mrs/Mr ... will show them around the school and talk to their parents.
You can be a buddy to the new pupil and help them settle in and make new friends.

As a buddy you can help the new pupil get used to the routines of your class and the school. Also you can give help and advice if the new pupil is stuck or worried. **You will be a friend.**

How can I help during lessons?

- ✓ Help to find the right classroom
- ✓ Sit next to the new pupil
- ✓ Help explain the work
- ✓ Help if they are stuck
- ✓ Encourage them to talk about the work.
- ✓ Tell them when they do things right.

How can I help during playtime?

- ✓ Show the new pupil around the school
- ✓ Talk to them and play with them
- ✓ Help if they are in difficulty
- ✓ Find an adult if you can't sort out a problem by yourself.

Will this take too much of my time?
NO!

You must make sure that you still get on with your own work.

If you want to stop being a buddy, just talk to your teacher.

Who can I ask for advice?

The teachers to talk to are:

Your class teacher   or

or

Will being a buddy help me?

YES! Being a buddy gives you the chance to make a new friend. You will also feel that you are really helping someone to settle in and do well at their new school.

Being a buddy can help you feel more confident as well as helping someone else.

Facts about my new buddy

My buddy is called:

My buddy comes from:

My Buddy speaks:

My buddy likes:

School buddy to sign

Let's try together to make everyone feel happy at

Our Class Buddy

How I will help you during lessons

- I will sit next to you during lessons

- I will help you to understand the work

- The teacher and I will help you if you get stuck

- I will help you to develop your understanding by talking and showing you what to do

- I will let you know when you are doing things right by giving you a sticker

How I will help you during playtime and lunchtime

- I will show you around the school

- I will play with you at playtime and lunchtime

- I will help you to make new friends

- I can help you if you are having difficulties

- I will find an adult if we can't sort out a problem.