English as an Additional Language

Solihull
METROPOLITAN
BOROUGH COUNCIL

Supporting EAL pupils in the mainstream.

Advice for EAL Co-ordinators/Inclusion managers

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Key documents

Key documentation and guidance is available on the extranet by following the link:

https://extranet.solgrid.org.uk/schoolissues/eal/EAL%20Documents/Forms/AllItems.aspx

The following are particularly useful:

Supporting Children with EAL in EYFS (EYFS booklet)

Supporting Children with EAL in Key Stage 1 (Key Stage 1 booklet)

Supporting Children with EAL in Secondary schools (Secondary booklet)

Solihull Tracker for Key Stages 1 and 2

Solihull Tracker for Key Stages 3 and 4

Solihull Profile of Competence for Key Stages 1 and 2

Solihull Profile of Competence for Key Stages 3 and 4

EAL New Arrivals Survival Brochure.

Guidance for DfE proficiency codes in Reception

Introduction

The following handbook has been designed to support those in schools with responsibility for pupils with English as an additional language. It is a working document and will be updated, amended and added to as necessary and an updated version produced on an annual basis. The annual report for the EAL Service is usually published in October and therefore, will be available online (on the Extranet) and at network meetings.

EAL co-ordinators/lead teachers for EAL are encouraged to attend our termly Network meetings (which are free of charge). Details of these meetings, and of our other courses, are published in our termly newsletter. To ensure that you are on the mailing list please contact Diane Winstone dwinstone@solihull.gov.uk . To book onto courses please email inset@solihull.gov.uk

The EAL Service is currently staffed as follows:

> Helen Rowe (Senior Advisory Teacher)
>
> Agnieszka Polanski (Advisory Teacher)
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> Clare Webster (Advisory Teacher)
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> Barbara Hardwick (Bilingual Teaching Assistant)
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> Tara Thind (Bilingual Teaching Assistant)

The Service can be contacted via our email address ealservice@solihull.gov.uk or by phoning 0121-704-8613

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TWEETS	FOLLOWING	FOLLOWERS
164	301	240

Referral process

Please note the referral process below. The forms for referral can be found on the extranet at
https://extranet.solgrid.org.uk/schoolissues/eal/EAL%20Documents/Forms/AllItems.aspx

It is essential that schools use the relevant forms (they are subject to change) and that the forms are filled in correctly. Failure to complete a form correctly may result in a delay.

Child arrives in school. Parent meeting to obtain basic information for referral form. Child left to settle for approx. 3 weeks before EAL referral if required.

If referral is required, school to send completed from to EAL Service to request a visit and assessment. EAL Service aims to visit within 3 weeks where possible.

Prior to visit and assessment, school is required to complete the Profile of Competence and have this available for the member of EAL staff when they visit.

EAL team member will visit school meet parents, observe child, speak to teachers and (where appropriate) complete a formal assessment of the child.

The following outcomes may result after assessment
- No further input required
- Advisory support – appointment made for next term or sooner if needed
- Direct support – this usually lasts for no more than 2 terms

EAL Service : what we offer

The EAL Service offers various types and levels of support to schools, families and pupils:

- Advisory meetings for EAL co-ordinators: may cover assessment, resources, planning, data collection etc.
- Training, both in schools and for multiple schools
- EAL Network – termly meetings, termly newsletters and regular updates
- Assessment of new arrivals/EAL pupils causing concern
- EAL Ambassadors Programme
- Parent meetings
- Individual direct support for some pupils (see protocol)
- Further assessment of pupils with possible additional needs and EAL
- Advisory support, including meetings with parents and teachers
- Some bilingual support (Polish, Punjabi, Italian, French).

Individual direct support for pupils in schools is dependent on the following protocol:

Direct support

Priority for direct support will be given to pupils who fit the following criteria

- UASCs and refugee/asylum seeking pupils in Key Stage 1 or above.
- Pupils with no or limited prior education or literacy who arrive at Key Stage 2 upwards
- Pupils who arrive in Key Stage 4

Direct support could include support within the whole class setting, an intervention (in a small group) and occasionally individual work with a member of the EAL Service.

Direct support will still be available for other pupils; decisions will be at the discretion of the EAL Service and will be based on the needs of individual pupils.

- Direct support will be time-limited with the usual maximum being 3 terms. Support may not always be linear i.e. there may be breaks to allow support to be focussed at key times and will include advice for staff e.g. planning, strategies, resources etc.
- In secondary schools the allocated member of staff from the EAL Service will hold a meeting with all staff teaching the pupil in order to establish how support can best be delivered within the whole school framework.

Defining EAL learners

An EAL learner is defined as **any pupil who does not have English as their first language** and so this includes UK born bilinguals who were not exposed to English until they started school. These learners can be classified as either **beginners** (as a rough guide this covers the first 2 years of exposure to English) or **more advanced learners**; it is essential that school is aware of when their pupils either arrived in the UK or when they were first exposed to English (dialects of English such as Jamaican Patois or Krio are not classified as EAL).

Defining an EAL learner can be difficult, as how a person defines *themselves* may be different from how a definition is used for the *purpose of data.* Many UK born bilingual children may not define themselves as EAL, especially if their first language is no longer their dominant language. Such pupils may only understand their first language and not speak it very much, if at all. However, for the purposes of data it is useful to return to the DfE definition of an EAL learner:

> *A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home and the community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English.*

Knowing your School

Part of the role of the EAL co-ordinator is to know your school. You should be able to answer the following questions

- What is the % of EAL learners in your school?
- What is the % of early stage EAL learners in your school (those who have been in the country for less than 2 years)?
- What is the % of advanced bilingual learners in your school (including UK born)?
- What % of your school are getting 5 A*-C including English and Maths?
- What are the largest ethnic/linguistic groups in the school?
- Which is the lowest achieving ethnic group in English/Maths?
- What is the school's mobility %? (leaver + joiners/whole role)

In order to answer these questions the school **as a whole** needs to be responsible for collecting accurate data.

Data

It is **essential** that you have the correct data in school. Many schools are unaware of the number of EAL pupils they have in their school population and of the significance of this factor in the achievement of pupils.

- Failure to track and identify EAL pupils correctly can lead to disadvantage and discrimination.
- It can mean they are erroneously placed in low sets and given low targets which leads to significant underachievement.
- It can lead to misdiagnoses of speech and language difficulties or learning difficulties.
- Currently schools in Solihull receive an EAL factor in their funding based on the numbers of pupils who are in their first 3 years of learning English.
- The DfE now collects data relating to language proficiency of EAL pupils every January as part of the census.

Obtaining accurate information:

Language Data
It is helpful to return to the DfE definition of first language "***the language to which a child was first exposed during early development and continues to be exposed to in the home or community"***. Many homes are multilingual and English may be just one of the dominant languages. For this reason it is suggested that data collection forms should ask this sort of question:

Languages

Please state the languages your child uses or understands_____

*this refers to the languages to which a child was first exposed, during early development and continues to be exposed to in the home or community.

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rather than asking about "first" or "home" languages. **If one or more language other than English is noted as a first language, then a pupil should be identified as an EAL learner.**

Language Background Addendum
Schools may wish to follow up generic data collection forms with an additional form to collect more detailed information about EAL learners. A suggested format can be found on the extranet.

Audits
Some schools have conducted audits in the form of either questionnaires which are sent/e-mailed home or in the form of a face-to-face meeting, usually as part of parental consultation meetings.

National Ethnicity Categories
It is important to collect accurate data with regards to ethnicity as well as language. Many schools use the following main categories on admissions forms
- White
- Mixed
- Asian
- Black Chinese
- Any other ethnic group

These do not cover many of the ethnic groups you may have in your school. There are additional approved extended categories that your school may consider using. In this example, in the extended code "white" is broken down into further sub-groups. From the age of 14 the pupils' own definition is valid.

Extended code	Sub category	Main Code
White - British	**White - British**	**White**
White - Cornish		
White - English		
White - Scottish		
White - Welsh		
Other White British		
White - Irish	**White - Irish**	
Any other White Background	**Any other White Background**	
Turkish		
Portuguese		
White Eastern European		
White Western European		
Gypsy/Roma	**Gypsy/Roma**	

A full list of the extended ethnicity codes is available here http://www.communitycohesionncc.org.uk/docs/57.pdf

It is advised that schools keep records of EAL learners that provide detailed contextual information and include categories that will help to flag up potential risk factors. Ethnicity alone may not give enough information as the definitions are very broad so that, for example, Turkish, Polish and French are all classified together as "White Other" although their outcomes are very different. Also EAL is such an umbrella term it doesn't give any indication of fluency etc. This is a sample of a database that might be used by an EAL co-ordinator to track progress and to identify potentially vulnerable children.

Name	Year	Date of UK arrival	Country of origin	Ethnicity	Languages spoken /understood	Languages literate in	EAL stage (PoC)*	FSM	SEN	Summer born	Other	DFE code

> ➢ Date of entry into the UK is a critical piece of information as this may explain the under attainment for the early part of a learner's educational career; it will not explain underachievement. It also provides information needed for the census which influences funding.
> ➢ Country of origin, ethnicity and first language each add useful information and add extra fields to analyse data.
> ➢ Literacy in first language can be difficult to determine. It is suggested that "yes" is recorded if a pupil is working at an age-appropriate level in reading and writing, "partial" if they have some literacy and "none" if they have little or no ability in their first language.
> ➢ Tracking should include the Profile of Competence (PoC)* and the DfE code.

Assessment of pupils with EAL

Key principles

Assessment for EAL learners

- Must recognise prior learning, including proficiency in first language
- Should arise from, and inform, teaching and learning
- Needs to recognise what learners can do
- Has to provide ways of assessing beginners that do not rely on the ability to communicate in English
- Needs to be multi-faceted involving a range of assessments in different contexts for example whole class, small groups, pairs, adult-to-pupil etc.
- Should involve adults who know the pupil well e.g. parents/carers
- Must involve learners directly

> As a general rule EAL learners (particularly new arrivals) do not perform well in diagnostic and standardised tests such as reading tests, QCDA optional tests, CAT tests and SAT tests. Such tests can prove both a linguistic and a cultural challenge and should be treated with caution.

Summative assessment (assessment of learning)
Summative assessment can be used to identify language needs and allocate support, review progress and attainment, monitor impact of interventions and identify particular strengths and areas for development.

Formative assessment (assessment for learning)
For pupils learning EAL, assessment for learning may include initial assessment and profile, work and language sampling, day-to-day assessment, peer and self-evaluation, involvement of parents, use of first language assessment of proficiency in first language for specific purposes (e.g. identification of SEN).

Teachers of pupils learning EAL should take into account their pupils' language development needs as well as their learning needs, when judging achievements.

Assessment profiles
Pupils who have been referred to the EAL Service will have an Initial Pupil Profile which is an assessment which considers the four key areas of language (listening/understanding, speaking, reading and writing)**.** This assessment will also contain the following:-

- Details of previous education (from parent meeting)
- Assessment of proficiency in the first and other languages

Beware that features of speaking, reading and writing that exist in English, may not exist in other languages. Some languages have no written form – for example Sylheti, which is usually defined as a dialect of Bengali. In addition, grammar forms vary between languages so, for example, there are no articles in Polish and personal pronouns are rarely used in Italian. See https://eal.britishcouncil.org/teachers/language-information for more information on this topic.

Profile of Competence

The Profile of Competence (PoC) is used to provide a baseline for all new referrals and should be completed by a teacher in school (the class teacher in primary schools and the English teacher, or a collaborative of teachers in secondary schools) as well as by the EAL specialist. New arrivals should be given a few weeks to settle before judgements are made. **The PoC should be updated on a termly basis** – for new arrivals progress may be rapid. The PoC provides evidence of progress in English where NC assessments may fail to do so.

We recommend that pupils are tracked on the PoC until they reach fluency and that these records should go with children through school. In this way they will be highlighted to future teachers as EAL learners. Advanced EAL learners may have particular challenges with language that can be overlooked or misunderstood if a pupil is not identified as an EAL learner.

The Initial Pupil Profile will also include targets and strategies; these should be reviewed at least termly.

The DfE collects information on language proficiency (codes A – E) on a yearly basis. The Profile of Competence should be used to ascertain which code a pupil is given. The codes are not an assessment system.

Pupils should be carefully tracked and set appropriate targets to ensure they are not wrongly identified as underachieving.

Below is an outline of a suggested assessment framework for EAL pupils:

What?	Why?	How?	When?	By whom?	Where to?
Diagnostic assessment of new arrivals.	To find out what the students know already To enable placement decisions. To plan initial support provision.	Pupil/parent information and previous school reports. Oral interviews. Observations. Maths assessment *	During initial induction period.	Inclusion department/EAL co-ordinator	Initial Pupil Profile advice form EAL service should be disseminated to all staff. EAL student file.
Assessment of progress in learning English.	To establish a baseline from which to measure progress. To plan appropriate teaching/support. To set targets.	Range of assessment tools e.g. REAL/BASS. Writing samples. Profile of Competence.	Within the first weeks of arrival (a short period of settling in first can result in a more accurate assessment)	EAL Service specialist teacher in partnership with English department/learning support. Input from subject teachers is also essential .	Initial Pupil Profile advice form EAL service should be disseminated to all staff. Individual Language Plan for Inclusion manager/EAL co-ordinator and pupil
Formative assessment of EAL learners across the curriculum	To monitor progress across the curriculum To plan future teaching/intervention	Discussions about work. Marking/feedback of classwork/homework Listening to students read Peer and self-assessment Informal assessments	Ongoing	All teachers supported by EAL Service staff.	Individual Language Plan, Student records, teacher records/plans
Summative assessment (GCSEs including community languages, BTECs etc)	To find out what pupils have learned across a given time. To set future targets. To compare schools with national benchmarks.	Formal tests in exam conditions. Controlled assessments. Coursework. (Supported for those with less than 2 years in UK education).	Throughout the year (coursework/controlled assessments) Exam season.	All staff. Inclusion manager/EAL co-ordinator. EAL Service staff MFL HOD (community languages)	Assessment manager. Inclusion manager/EAL co-ordinator. EAL Service

Adapted from Catharine Driver, Osiris (2014)

Tracking progress

> EAL learners who have been learning English for between 5-7 years should <u>not</u> be considered as underachieving if their levels are lower than their monolingual peers.

Tracking pupil progress is an essential link in the assessment chain and, where possible, any information should be integrated with existing school systems.

> Failure to track pupils effectively can mean they are placed in low sets and given low targets which leads to significant underachievement. Particular attention should be given to tracking data at times of transition between key stages.

Setting targets

> EAL pupils are not a homogenous group and target-setting needs to take this into account. Pupils who have received a full, formal education are likely to make more rapid progress than those who have arrived in the UK with no previous experience of education. Careful consideration of each pupil as an individual is essential when setting targets and monitoring progress.

The importance of listening/understanding and speaking

When acquiring a new language, receptive language skills (listening and understanding/reading) precede the expressive language skills (speaking and writing). Oracy skills usually precede literacy skills. Learners are currently assessed on their literacy skills alone. However to track progress, it is important that the EAL learner's progress in listening/ understanding and speaking is monitored as well as their literacy skills. Rapid progress in listening/ understanding is common in new arrivals and can be used to demonstrate progress whereas progress steps in writing can be much slower. It is suggested that schools track and record levels for listening, understanding and speaking for EAL pupils for at least the first 2 years that they are learning English.

Using the Tracker

The Solihull EAL Tracker is handbook which has been developed to support practitioners in supporting their English as additional language (EAL) learners. There are two versions; one for Key Stages 1&2 and one for Key Stages 3 & 4. The tracker supports the 8 steps in the Profile of Competence in the four skill areas; **Listening and Understanding, Speaking, Reading** and **Writing**. It enables class, subject and support teachers to assess and track the progress of the receptive and expressive English language skills of their EAL learners as well as to set targets and implement appropriate teaching strategies/resources. Below is a sample of the Key Stages 1 & 2 tracker for Listening and Understanding at Step 2 (New to English).

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New to English	Step 2
Listening and Understanding	**Teaching Strategies**
- Responds to yes/no and either/or questions. - Follows a short sequence of instructions in familiar, routine circumstances. - Responds with non-verbal language to comments (smile when greeted, shake or nod of head). - Takes part in short simple social conversations during familiar routines and concrete tasks. - Identifies single items of information (key words) from short spoken texts (number, colour, name). - Responds to key words and phrases in a range of spoken instructions ('Shut the door,' 'put your pens down'). - Identifies objects or characters from pictures or diagrams (where is Biff? Point to the triangle). - Listens to stories and begins to demonstrate interest. - Listens attentively for short amounts of time.	**Provide visual support:** pictures, models and facial expressions. **Speak slowly and clearly** in simple sentences. **Repeat and rephrase as necessary.** **Display words /phrases in English** and first language, build up topic 'word walls.' **Pre-visit key words with EAL learners in small groups.** **Sit learner near the front** with good access to visual cues and ensure EAL learner can see facial expressions and body language. **Give short, clear instructions with consistent** use of key words/phrases. Use electronic equipment to record key instructions. **Pair pupil** with a good language model. **Avoid rapid speech and idiomatic expressions.** **Be clear in questioning** – new arrivals will usually find it easier to answer closed questions with a single word response **Carefully check understanding** on a 1:1 basis. **Understanding the use of** pronouns in speech can be difficult; pronouns need to be used in a way which is understandable.

It is recommended that staff use the Tracker on a daily and weekly basis to support planning, teaching and assessing EAL learners.

Admissions and Induction

Where possible, schools need to prepare for arrival of EAL pupils. First impressions can have a lasting impact on relationships for a long time afterwards.

Practical suggestions for the **whole school community**:

- Ensure there is a welcoming environment
- Ensure the family has a copy of the school prospectus (including a translation, if possible. Consider producing your own booklet – there are software packages available to do this www.mantralingua.com)
- Check accuracy of initial details e.g. names, year group, ethnicity etc.
- Identify a number of pupils to act as buddies to the new pupil – it can be useful to have someone from the same language background but it is a good strategy to use a range of pupils
- Provide the pupil and family with a tour of the school
- Introduce pupil and family to key staff

You could consider a structured introduction to school for the first week or two, rather than immersing new arrivals "in at the deep end". It may also be a good means to start the assessment process. Suggested activities for pupil induction:

- Ensure the new pupil is supported by peer buddies throughout the day, especially during break and lunch times.
- Provide the new learner with a visual timetable and talk through it with them.
- Check the pupil has all the correct equipment and uniform with them.
- Introduce the learner to the workings of the library and the computer system. Ensure they are registered and are able to logon independently. An introduction to the school's learning platform/VLE would be beneficial for most learners.
- Introduce learners to the kitchen/canteen and ensure they understand the choices and the way that lunchtimes operate.
- Encourage EAL learners who are literate in their own language to bring a bilingual dictionary and/or provide one in school. Online translation tools such as www.wordreference.com and www.google.com/translate can be set up for use in the classroom on iPads and/or laptops.
- Beginner EAL learners may benefit from survival language visual dictionaries and word fans showing essential words and phrases needed to communicate.

Pupils with no previous experience of education or with very limited previous exposure may benefit from targeted induction programmes. The following may be useful (and can be obtained from the EAL Service):

Racing to Literacy -This aims to teach basic phonics to new readers in key stages 3 and 4 (available via the EAL Service)

First Resort – Worksheets for beginners to English, paradeac@cardiff.gov.uk

Beginning ESL (Secondary) – an Australian resource with support materials for pupils new to English (http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/beslsec.pdf?bcsi_scan_F443DAAC81B2D699=fQN2p6J0kylbnfUVjg9H0nZ4t+cUAAAAMsttBg==&bcsi_scan_filename=beslsec.pdf)

Racing to English – speaking based intervention using visuals all of which can be easily printed from a CD-Rom available at http://www.racingtoenglish.co.uk/

The EAL Service will be able to advise on other suitable materials.

Parent conference

It is crucial to hold one of these in the first couple of weeks to gather important information about the new pupil. In addition a full assessment of the learners' ability across the curriculum needs to be undertaken in order to inform effective teaching and learning The EAL service will conduct an initial assessment but **the effectiveness of this assessment will depend greatly upon the information that school has already gathered**. School will be asked to complete the Profile of Competence as a starting point for assessment.

Bilingual interpreters

It may be necessary for there to be an interpreter present at a meeting with parents. Many families are able to provide these for themselves and will bring a friend or relative along to the interview.

Points to consider:

- Consider carefully who you ask to interpret; parents of other children in the school may be used with consent but it is important to remember that this will affect the nature of some of the questions you ask.
- Make sure you establish, from the outset, if the interpreter is known to your family or their community to avoid any potential difficulties with personal questions/information.
- Double-check at the outset of any meeting that you have the correct language as some languages have dialectal forms that can make communication much harder.

- Try to brief interpreters before any meeting and show them any pro-forma that may be used.
- When communicating through an interpreter, direct questions at the parents, maintain eye contact and use plenty of non-verbal gestures.

> The EAL Service does not provide an interpreting service but will be able to sign post you to suitable agencies and/or individuals.

There are some online tools which can be used if it is not possible to find an interpreter. One such tool can be found at www.newarrivals.segfl.org.uk Questions within the tool are available in the first language with additional audio support. The questionnaire requires a user to tick boxes with a minimal amount of additional typing. Once completed the finished questionnaire is e-mailed to the user.

Acquiring English as an additional language

Acquiring English as an additional language differs greatly from learning a modern foreign language; the main difference is that children who arrive in schools have to make extremely rapid progress with both literacy and speaking and listening and they need to acquire multiple registers almost simultaneously. This need to acquire academic fluency in order to succeed in the British school system, underpins much of the pedagogy for EAL.

Acquiring English as an additional language is traditionally split into two phases (Jim Cummins, 1979)

1) Basic Interpersonal Communicative Skills (BICS)
    - Takes 1-2 years to acquire
    - *Here and now* language, mostly oral
    - ***Context embedded***: relies on gestures, eye contact and visual clues
    - Can lead people into over estimating a pupils' language skills
2) Cognitive and Academic language proficiency (CALP)
    - Takes 5-7 years to learn (although sometimes up to 10)
    - **Academic language** – passive voice, ideas and concepts, metaphors, personification, etc.
    - More specialist, technical or scientific language
    - ***Context reduced*** as it is mainly reading and writing

Interventions and support.

<u>Grouping</u>

EAL learners are often placed in low sets in schools and for this reason fail to make adequate progress. Close attention should be paid to appropriate setting for bilingual pupils, particularly those newly arrived and beginning to learn English. Children may not have the linguistic competence in English to show their abilities in all subjects. This can lead teachers to decide to place pupils in sets which reflect their level of English but do not match their ability, believing that a slower pace and more restricted use of English will support achievement.

Based on research and guidance produced nationally, the EAL Service advises that a bilingual pupil who appears to be academically able should be placed in a set which reflects this.

- High expectations are crucial to success for pupils using EAL.
- Higher sets provide better peer support.
- If a child is able, he/she will have more interest and find more relevance in challenging work.
- He/she will be able to use prior knowledge appropriately.
- Most children with EAL arriving in Secondary school will have already received education, although the curriculum may have had a different focus.
- Language is learned best in context.
- Children with EAL need to be exposed to good models of spoken and written English so that they can develop excellent academic English.
- A pupil will feel more comfortable socially when working with children of similar ability.
- Data from formal testing in English, designed and standardised to test monolingual English speakers, is unlikely to reflect a pupil with EAL's ability accurately.

EAL pupils are best supported within the mainstream classroom and support should follow the familiar "wave" model:

Wave 1: Quality First Teaching

Whole school partnership teaching and joint planning for inclusive classrooms, including differentiation.

Wave 2: Targeted, time – limited, small group

Induction/orientation and/or in-class support

Wave 3: Individual one to one support

Homework support, mentoring, learning discussions, pre-teaching vocabulary, literacy teaching

EAL pupils are learning English continuously throughout the curriculum and these strategies maximise their ability to do this in every lesson.

Listening and understanding

- **A good listening environment** is essential
- **Position** so that the pupil can see any visual clues easily
- Ensure **practical involvement** in the classroom, collecting books or distributing equipment
- Give as many **clues** to the context as possible, **visual and oral**, e.g. key words on board, objects, pictures and maps, written questions
- **Interactive whiteboards** are an excellent tool for supporting learners with EAL
- Provide **key words, key phrases, key visuals**
- **Speak naturally, expressively and clearly.** Mime, gesture and body language will help understanding
- **Avoid** jokes, clichés and idiomatic expressions. Such use makes new arrivals feel excluded. If use is necessary, ensure explanation
- Check understanding, **rephrase rather than repeat**
- Encourage the pupil to admit when he/she has not followed what is going on

Speaking
- Allow for a **'silent period'**
- Encourage, but **do not force** a spoken response
- **Plan opportunities for talk**
- **Allow time to reflect before expecting a response**
- Be **clear in questioning** – new arrivals will usually find it easier to answer closed questions
- **Don't overcorrect** – mistakes are a normal part of learning a language
- Be a good 'link person,' i.e. link and lead discussion, summarise and **repeat main points**. Repeat clearly other pupils' answers to questions
- Allow the pupil to **verbalise** before written work is attempted

Use of first/home language
- **Maintenance of first language is beneficial.** Pupils can continue to learn concepts effectively through first/home language
- Allow **written work in home language** if appropriate
- If available, encourage **bilingual support** in the classroom
- Encourage pupils to make **links between their languages**
- **GCSE, AS, A levels** are available in many community languages

Points to note

- During the '**silent period**' pupils actively listen and tune in to the new language.
- It is extremely **tiring** to function all day in an unfamiliar language.
- **Distress** and **frustration** may result from not understanding.
- Pupils may **miss extended family and friends.**
- Some children experience **emotional trauma** when they arrive
- Pupils with EAL benefit from **confidence building,** as English speaking pupils often dominate discourse.
- **Phonic approaches** appropriate for monolingual pupils may not be helpful for developing bilinguals. The main focus should be on understanding meaning. The de-contextualised nature of phonics can create confusion.

Reading
- Encourage **use of age-appropriate bilingual dictionary/ translator, bilingual topic glossaries**
- Provide for **active listening and reading**
- Ensure reading matter is **age appropriate**
- Reading should be **meaningful** – phonic work, spellings are meaningless if a child does not understand the vocabulary
- **Liaise with home** regarding pre-visiting texts and subject matter for future lessons or to reinforce learning
- Ensure sufficient **reading practice** and **different genres of text**

Writing
- Always **write clearly** on board and in workbooks
- Link **oral and written forms by writing new vocabulary**
- Use **alternatives to written recording** - tables, flow charts, mind maps etc.
- Pupils should always have **tasks related to the lesson**
- Ensure time for **homework instructions** to be copied and explained
- If possible, **provide work in advance** so that key vocabulary may be checked using a bilingual dictionary or translator. This may be given as an alternative homework if more appropriate to needs
- Make full use of **ICT**
- **Ask the pupil what he/she thinks would be helpful and involve him/her with target setting**

For further strategies to support EAL pupils in the classroom refer to the booklets**,** Working with EAL learners in Secondary /Primary Schools.

Solihull EAL Ambassador Programme

The EAL Service supports schools in implementing the EAL Ambassador Programme which builds on existing buddying schemes, to give a focus on those children learning English as an additional language. Schools are asked to identify a small group (usually 6-10 pupils) to attend weekly training sessions for 6-8 weeks. These sessions are led by a member of our team and cover subjects such as how to support reading, dictionary skills, befriending children with limited English language skills etc. They also help to raise awareness to the difficulties experienced by many EAL pupils. At the end of the training period the children are fully trained as EAL Ambassadors and are issued with a badge and a certificate. Children can then go on to support in the classroom and around school and, have also been involved in meeting new parents and in some cases, providing translation and interpreting services. The programme is currently led by Aggie and if you are interested please contact her: agnieszka.polanski@solihull.gov.uk

EAL pupils with additional needs (SEN)

Historically there has been confusion over the difference between SEN and EAL and this has shown itself by disproportionate numbers of EAL pupils being "diagnosed" with SEN.

- All EAL learners have language needs
- EAL learners with suspected SEN are a **particularly vulnerable group**
- Failure to identify a learning difficulty can lead to further problems

Whilst it is recognised that for a significant part of their educational careers, many EAL pupils may have **specific additional needs,** this should not be confused with SEN. For most EAL learners, additional needs are related to language and socio-cultural factors as opposed to any cognitive issues. **There is no more likelihood of an EAL learner having SEN than a monolingual pupil.**

Children must not be regarded as having difficulty solely because the language, or the form of language of their home, is different from the language in which they will be taught.
(SEN Code of Practice 2001)

Identifying EAL pupils with additional needs

Pupils causing concern will be identified by:

- EAL tracking systems
- School tracking processes
- Assessments in school
- Teacher observation (including EAL Service teachers)
- Parent observation

Pupils causing concern should result in some or all of the following actions

- Parent consultation
- Language profiling/first language assessments involving parents and interpreters
- Teacher consultation
- Liaison with community schools
- Informal assessments of pupils
- Collation of relevant information by school (e.g. medical history, previous exposure to English, education background, family background etc.)

There is no test which serves to answer the question of whether or not a learner has additional needs. Formal assessments/checklists used by Speech and Language Therapists, Educational Psychologists and Teachers that are standardised on monolingual speaking children (e.g. English in the UK) should not be used in the prescribed way for assessing bi/multilingual children learning English as an Additional Language. When assessing such students assessors should be aware of the following:

- That most psychological and educational tests have been developed and standardised on populations that are predominantly English-speaking and/or situated within mainstream Western culture.

- The format of the test, the test content and the test norms will all reflect that background.

- As far as possible, interpretation of test results from EAL students should endeavour to take linguistic and cultural factors into account as well as any adjustments that were necessary in the process of test administration.

- The band of error around a score obtained by an EAL student, will be greater than for students for whom English is the primary language.

- If such assessments are used it is recommended that scores are reported in a qualitative manner and that any report/feedback states clearly that the assessment was normed on a monolingual speaking population.

- Translation of tests is inappropriate and can lead to misinterpretation of test outcomes.

If there are concerns around an EAL pupil, **school should first ensure that they have been assessed by the EAL Service**.

The EAL Service works collaboratively with specialist support services and will liaise with them where possible; a joint approach is usually most effective in identifying a special educational need.

Staff may refer to the procedures in the EAL Service booklet A Process to distinguish Special Educational Need in Secondary School.

Exam entrance/Access arrangements

Pupils with EAL should be treated equally alongside their monolingual peers. The current regulations for GCSE access arrangements can be found on the JQC website (www.jqc.org.uk) but in summary:

- Pupils who have been in the UK for 2 years or less are entitled to a bilingual translation dictionary and up to 10% extra time to use it. The 10% extra time must be applied for.
- Pupils who have been in the UK for more than 2 years are entitled to the use of a bilingual translation dictionary and this does not need to be applied for.
- The use of a bilingual translation dictionary is **not** permitted in English exams, with the exception of Functional Skills or MFL exams (with some exceptions – see the handbook) or exams where there is a SPAG mark i.e. History, Geography etc. It is essential that schools check carefully each year as the regulations are subject to change.

These regulations can leave some learners feeling disadvantaged, particularly those learners who have arrived later in their school careers with no previous experience of literacy. EAL learners in this category must be treated the same as all other pupils and access arrangements are available according to specific and identified need.

> The JQC states that candidates must have "an impairment in their first language which has a substantial and long term adverse effect. **A candidate does not have a learning difficulty simply because their first language is not English, Irish or Welsh".**
> Section B: Chapter 4 Adjustments for candidates with disabilities and learning

Pupils with EAL should be entered for GCSEs where possible. Remember that what may seem like low grades, may represent a huge achievement for pupils who have not been learning English for long. Many pupils with EAL achieve highly and have high aspirations.

There are some circumstances where GCSE exams may not be suitable e.g. where a pupil has arrived in key stage 4 with no previous education/literacy. For such pupils alternatives to GCSE should be considered, for example, Functional Skills or Entry Level qualifications.

> Pupils recently arrived from overseas with English as an additional language, can be removed from the number of pupils at the end of KS4 provided they meet all of the following criteria:
>
> - they were admitted to an English school for the first time, on or after the start of the school year preceding the year of the tests (considerations can be made where a pupil has been placed at another school for an interim period while awaiting immigration status).
> - they arrived from overseas prior to their admission and
> - their first language is not English.

The SMBC EAL Service is currently located at

Church Hill House
Manor Square
Solihull
West Midlands
B91 3QB

Contact can be made to the service by email ealservice@solihull.gov.uk or by telephone on 0121 704 8613.