EAL/SEND: distinguishing the difference

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Hampshire County Council

Ethnic Minority and Traveller Achievement Service

Who we are and where to find us
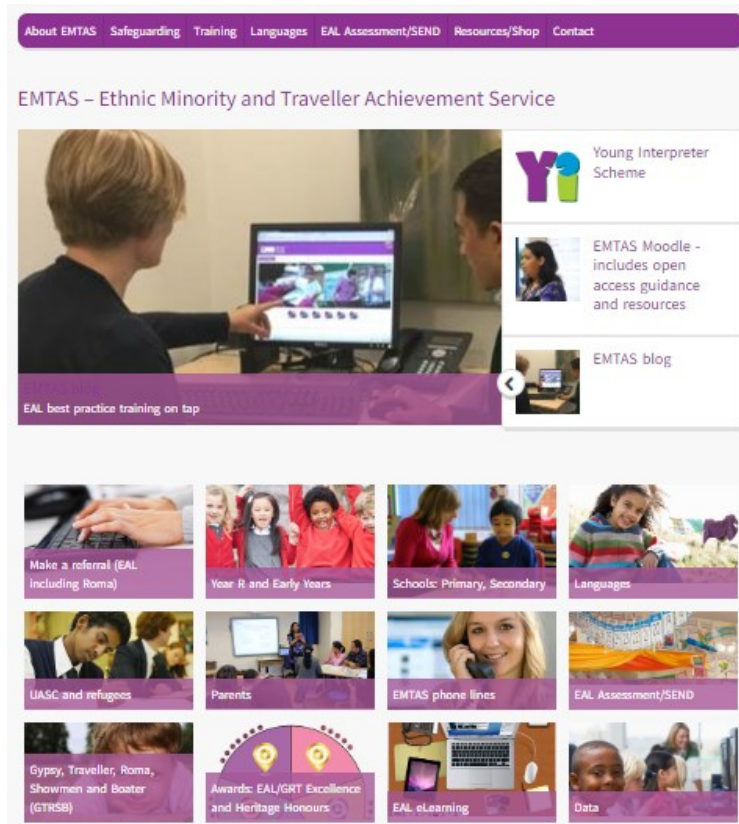
Hampshire EMTAS is a dedicated, multi-ethnic, multilingual team with over 30 years' experience of working closely with families and Hampshire schools to promote the progress and attainment of children from BME, EAL and Traveller heritages.

- Make a referral online

- Contact: 0370 7794 222

- Email emtas@hants.gov.uk

Aims

➢ To understand the distinction between EAL and SEN support needs

➢ To become familiar with a procedure for supporting the assessment of learners of EAL whose progress is causing concern

Today's starter for 10
some key things to know

How long does it take a child to acquire fluency in their use of conversational English?

ABOUT 2 YEARS

How long does it take to acquire full academic language proficiency?

BETWEEN 5 and 10 YEARS

Younger children learn English more rapidly than older children

FALSE

EAL learners should be placed in lower ability groups where the work is easier and there is more adult support.

FALSE

Knowing about these things helps too

- Language exposure – how many, with whom etc.

- Commonly occurring issues to do with grammar and syntax – vary by language

- Cultural differences – can be more pertinent with parents/carers

- Pedagogical differences

- Position in family

- Good practice in relation to EAL – EMTAS EAL Excellence Award can help in clarifying what this might look like

So what is normal when it comes to progress & attainment for learners of EAL - how might we know what to expect?

The Proficiency Scale Bands

| A	New to English	May use first language for learning and other purposes. May remain silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday English expressions but may have minimal or no literacy in English. Needs considerable amount of EAL support.
B	Early Acquisition	May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject-specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
C	Developing Competence	May participate in learning activities with increasing independence. Able to express self orally in English but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
D	Competent	Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.
E	Fluent	Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

PiE research findings

Age 7 reading achievement by proficiency in English
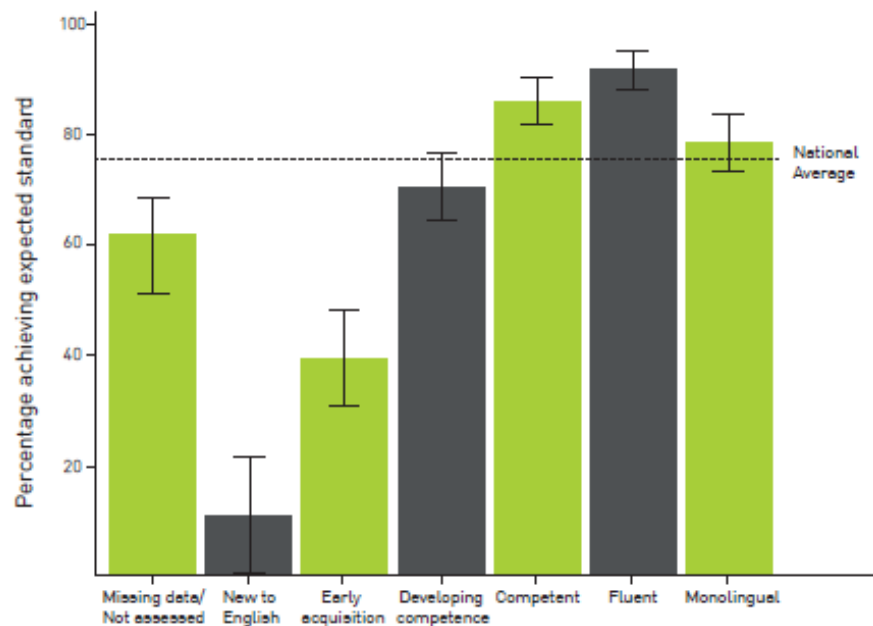
'Missing data/Not assessed' are EAL pupils who had not yet been assessed for their proficiency in English at January 2017, around 11% of our sample. Monolingual are monolingual English speakers.

DfE (2019) pupil attainment at Key Stage 2 linked to length of time in UK school

Figure 1: Percentage of pupils reaching the expected standard in reading, writing and maths by time of joining an English school
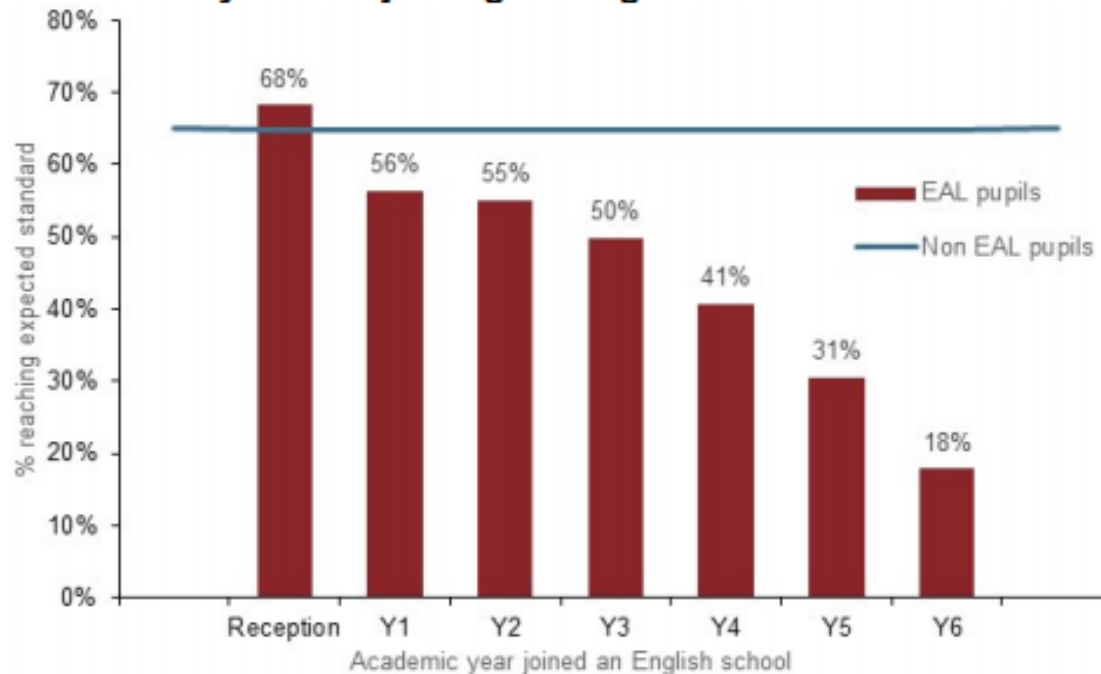
Base: pupils at the end of key stage 2 in state-funded schools, 2017/18

EAL assessment & attainment and how our view can be skewed

➢ ARE – implications for learners of EAL

➢ Statutory requirements relating to EAL

➢ Importance of using an EAL-specific framework

Thinking about Assessment and tracking progress

➢ BICS and CALP and timescales

➢ Terminology: 'proficiency' and 'fluency'

➢ Comparing proficiency in relation to the language-related curriculum demands in Year 4 with those of Year 10

What are we measuring?

"…proficiency in English assessment is concerned with a **child's ability to engage with classroom learning/access to the curriculum**…"

(School Census Guide 2017-2018, DfE, 2017 p64)

Bell Foundation EAL Assessment Framework

➤ Not the only contender – other EAL-specific scales are available

➤ Available online for free

➤ Aligns with the DfE Proficiency Scale

➤ Covers a broad range of school-based contexts for language use

➤ Allows for spiky profiles

Key Features

➢ Separate Primary and Secondary EAL assessment descriptors

➢ Assesses 4 strands of language knowledge – listening, speaking, reading **and viewing**, writing

➢ 5 band scale (A, B, C, D and E) with 10 assessment descriptors per band

➢ Supports formative and summative assessment

➢ Supports planning and target-setting

PRIMARY LISTENING

CODE	BAND A — Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	BAND B — Demonstrating an emerging ability to understand and respond verbally in interactions with others based on their understanding of the context	BAND C — Developing more independence in the use of the basic listening skills needed to engage with learning	BAND D — Applying listening skills over an increasing range of contexts and functions	BAND E — Showing an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance
1	Can understand single words or short phrases in familiar contexts (e.g. classroom, playground)	Can understand everyday expressions aimed at meeting simple needs of a concrete type, delivered directly to them in clear and deliberate speech by a sympathetic speaker	Can follow oral instructions (e.g. 'Draw a circle under the line')	Can understand an unfamiliar speaker on a familiar topic	Can meet the language demands of group activities and class discussions without additional EAL support
2	Can follow simple instructions and identify objects, images, figures and people from oral statements or understand simple questions with contextual support (e.g. 'Which one is a rock?')	Can respond to simply phrased factual questions (e.g. 'Which things use water?')	Is beginning to understand and acquire topic/subject-specific vocabulary	Can understand most spoken and audio-visual texts, and can identify specific information if questions are given beforehand	Can select key information for a purpose, rejecting irrelevant and unimportant information
3	Can copy/repeat some words and/or phrases with teacher/peer modelling in curriculum activities	Can attend for short periods to simple stories and songs with visual scaffolds	Can get the gist of unfamiliar and (more) complex English expressions in routine social and learning situations (e.g. language of playground games, common phrases used by the teacher (e.g. 'Do your best', 'Check your work')	Can participate confidently in shared texts, such as songs and poetry	Can draw on a range of discourse markers (e.g. expressions like 'right', 'okay', 'anyway', 'as I said') to help make meaning
4	Can follow and join in routine classroom activities willingly (e.g. 'pay attention', 'form a circle')	Can follow day-to-day social communication in English	Can understand common, everyday vocabulary, knowing that some words can have more than one meaning, and demonstrates a tentative understanding of vocabulary beyond immediate personal and school experiences	Can interpret meaning and feelings from intonation, volume, stress, repetition and pacing	Can understand humorous references if not culturally laden
5	Can show comprehension through action and gesture rather than words	Can follow narrative accounts with visual support	Can understand intonation to gain meaning from spoken English (e.g. hear approval or displeasure, or distinguish between a question and a command)	Has access to a wide vocabulary including abstract nouns (e.g. hunger, happiness) and a growing bank of subject-specific words related to curriculum tasks	Can understand most of the content when teachers speak clearly at a normal pace

EARLY DEVELOPMENT

ACHIEVED IN ORDER

EAL or SEND?

* A **big** question

Two potential errors

Identifying a learning difficulty where none is present ──────→ inappropriate provision

Failing to identify a learning difficulty ──────→ effective early intervention cannot take place and the child's needs may not be met

The SEND Code of Practice (2014)

5.30 (p.85)

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

6.24 (p.96)

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

= EAL and SEN are not analogous

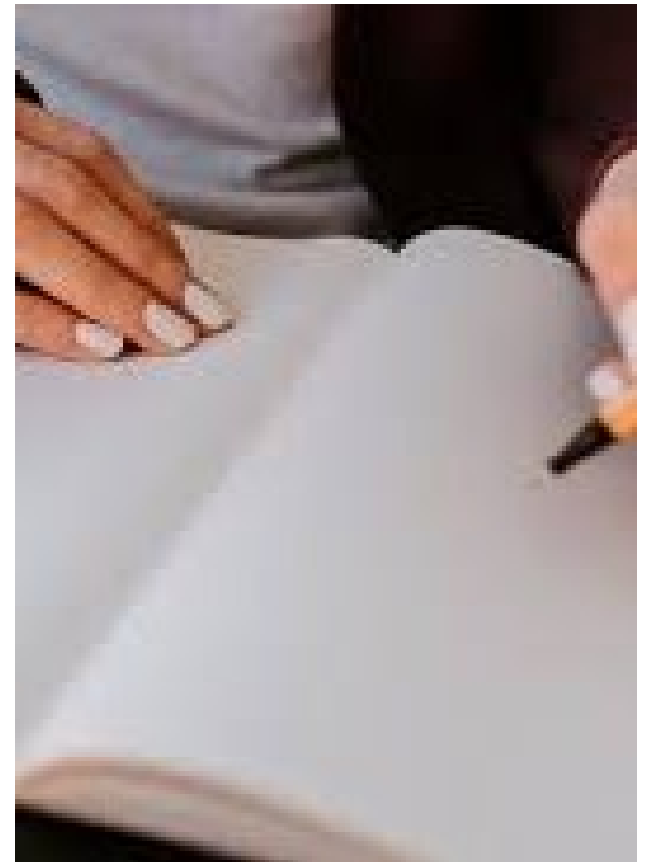# People might get concerned about a child with EAL for many reasons…

…not all of which lead anywhere significant

Steps to take when concerned about the progress of a child for whom English is an Additional Language

Step 1

- Record clearly the reasons for the concern and who has the concerns

- Establish if anyone else has similar concerns. If they do, record this also

Step 2

Collect background information on the child:

- child's family

- experience of education

- linguistic background

- relevant medical information

- attendance record

- progress in acquisition of English over time

Step 3

Collect evidence/information on the following:

- steps already taken to meet the child's needs

- child's strengths and areas for development

- current levels of achievement in English

- rate of progress over time in English and other curriculum areas

- samples of work

- level of proficiency in first language (L1) – linked to contextual information about the child (when they came here, how long they've been in a setting or school in the UK etc.)

'Cause for Concern' form on the EMTAS website here can help you do a thorough job of this

Step 4

Analyse the evidence and information you've collected. Consider if the child's lack of progress can be explained by other factors such as:
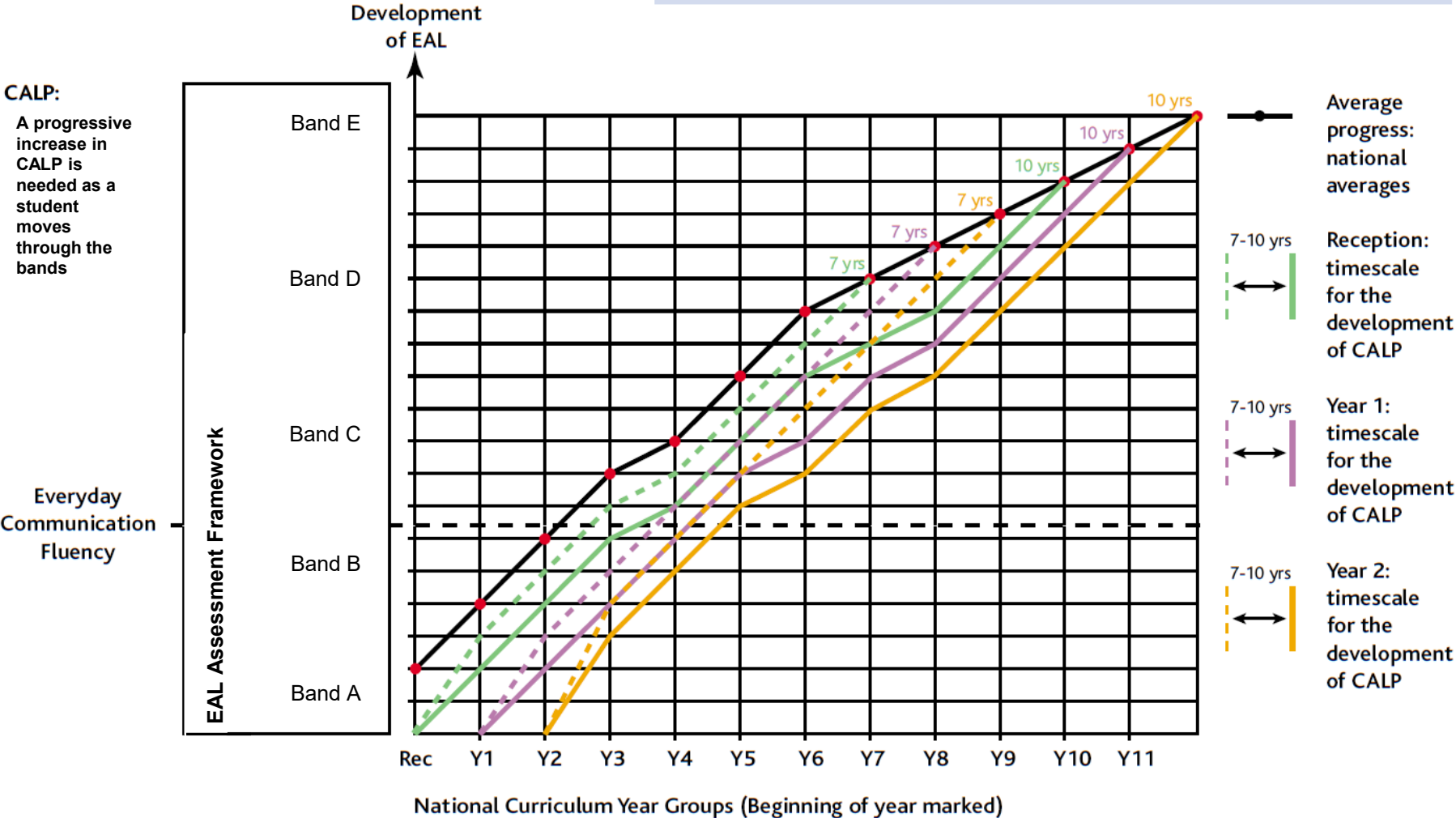
➢ general health

➢ attendance

➢ bullying or racism

➢ trauma

➢ activities pitched at wrong level

➢ lack of appropriate EAL support

➢ inappropriate setting

➢ inappropriate expectations

➢ emotional and/or behavioural difficulties

THE DEVELOPMENT OF EAL MATRIX: GROUP A

GROUP A: Newcomers arriving from abroad in Reception, Year 1 and Year 2

GROUP A: Pupils who arrive in early childhood (before age 8) and have received little or no formal schooling in their first language require 7 – 10 years or more to develop CALP.

Development of EAL

CALP:
A progressive increase in CALP is needed as a student moves through the bands

Everyday Communication Fluency

EAL Assessment Framework

Band E

Band D

Band C

Band B

Band A

Rec Y1 Y2 Y3 Y4 Y5 Y6 Y7 Y8 Y9 Y10 Y11

10 yrs
10 yrs
10 yrs
7 yrs
7 yrs
7 yrs
7 yrs

National Curriculum Year Groups (Beginning of year marked)

Average progress: national averages

7-10 yrs Reception: timescale for the development of CALP

7-10 yrs Year 1: timescale for the development of CALP

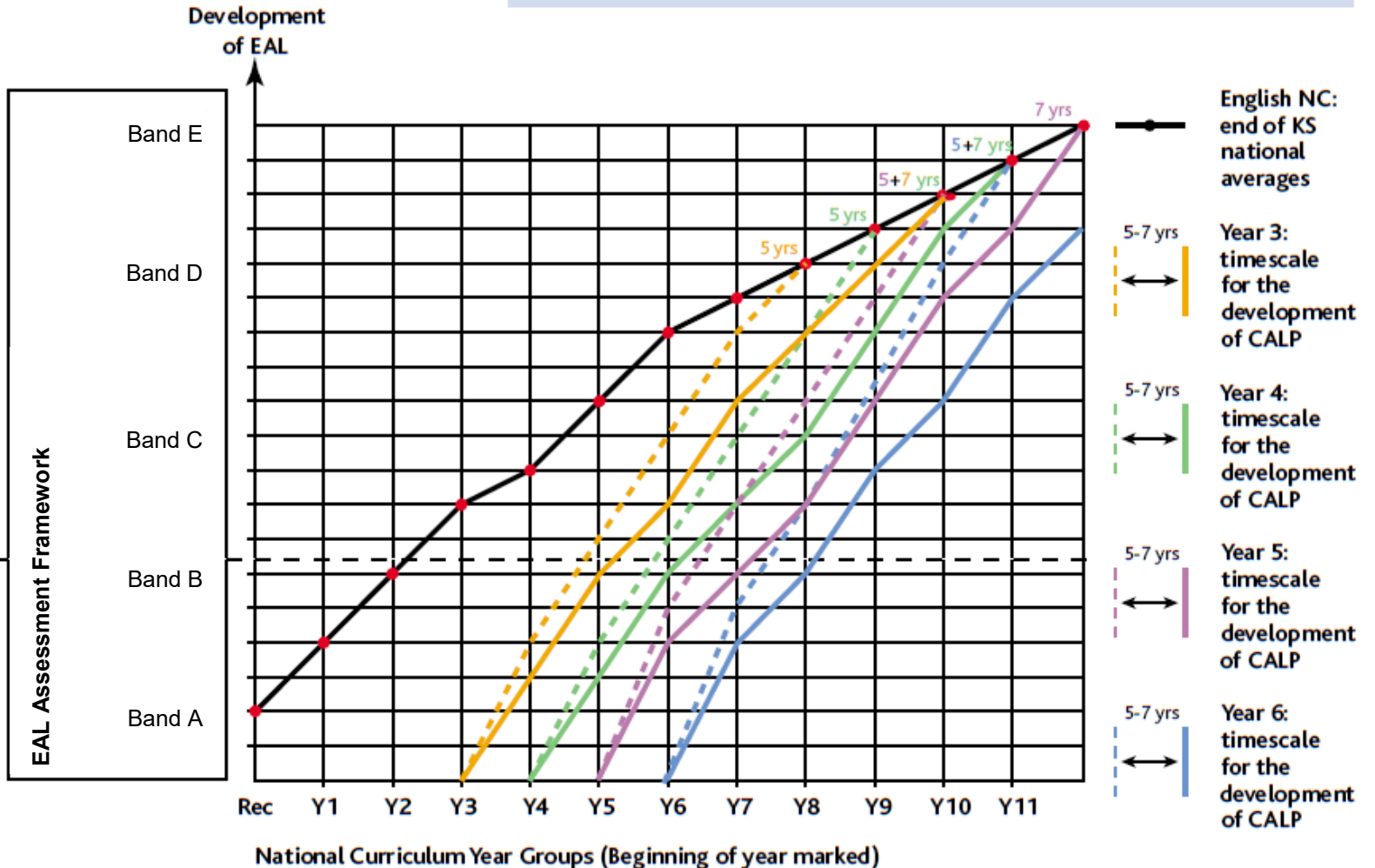7-10 yrs Year 2: timescale for the development of CALP

THE DEVELOPMENT OF EAL MATRIX: GROUP B

GROUP B: Newcomers arriving from abroad in Year 3, Year 4, Year 5 and Year 6

GROUP B: Pupils who arrive between ages 8 and 11 with at least 2 – 5 years of schooling in their first language require 5 – 7 years to develop CALP.

CALP:

A progressive increase in CALP is needed as a student moves through the bands

Everyday Communication Fluency

Development of EAL

EAL Assessment Framework

Band E

Band D

Band C

Band B

Band A

7 yrs

5+7 yrs

5+7 yrs

5 yrs

5 yrs

5 yrs

Rec Y1 Y2 Y3 Y4 Y5 Y6 Y7 Y8 Y9 Y10 Y11

National Curriculum Year Groups (Beginning of year marked)

English NC: end of KS national averages

5-7 yrs Year 3: timescale for the development of CALP

5-7 yrs Year 4: timescale for the development of CALP

5-7 yrs Year 5: timescale for the development of CALP

5-7 yrs Year 6: timescale for the development of CALP

Step 5

Make a decision about the child's needs and what provision is appropriate:

- EAL needs only

- No firm decision

- Child identified as having SEND – requires further exploration/intervention(s)/referral on

Continued EAL support may also be necessary

Further information

➢ Information about [standardised testing and EAL learners](#)

➢ Information about [EAL and SEND](#)

➢ Link to the 'Cause for Concern' form is [on this page](#)

➢ EAL Assessment Framework download – [link on this page](#)

➢ EAL/SEND on Moodle [Course: EAL & SEND (hants.gov.uk)](#)

The End