

Cause for concern form for learners with EAL

SAMPLE: suggested format for a school to record concerns about a pupil with EAL (for use internally i.e. not to be sent to EMTAS)

Before completing this cause for concern please remember that:

- ‘A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.’ *Children and Families Act 2014 Section 20 (4)*
- ‘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.’ *Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) Section 6.24*
- Lack of English should not be equated with lack of knowledge, skill or understanding.
- Bilingual learners are no more likely to have special educational needs/disabilities (SEND) than any other pupil.

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| Pupil Name: | Year Group: |
| Date of Birth: | Date of UK arrival/UK born: |
| Member of staff reporting concern: | Date concern raised: |
| First language: | Other languages spoken: |
| Preferred language: <i>(Note that some children/young people may have English as their preferred language, particularly those who were born in the UK or came to the UK at a young age.)</i> | |
| Description of reason for concern: <i>(Include any areas of concern, e.g. observations of child’s behaviour, emotional well-being, social interaction, attention and focus, development, academic progress etc.)</i> | |
| Child/young person’s strengths: <i>(Include as wide a range of strengths as possible related to the child/young person at school as well as outside of school.)</i> | |
| Proficiency in first language: <i>(Describe speaking and listening skills – able to follow simple instructions, able to understand everyday conversations, able to use single words, short phrases, simple sentences, complex sentences, or a fluent speaker? Refer to breadth of vocabulary, ability to speak grammatically correctly, ability to speak clearly, etc noting areas of strength as well as areas of difficulty.</i> <i>Remember that that children born in the UK will have had less exposure to their first language than those born abroad and so may be expected to have less well developed first language skills than children with the same first language who were born abroad. Also bear in mind the age of the child/young person.)</i> | |

Literacy skills in first language: *(Describe child/young person's strengths and any areas of difficulty. Bear in mind that children born in the UK or who came to the UK at a young age may not have received any schooling in their first language and so may not have had the opportunity to develop any literacy skills in this language. Also bear in mind that some languages do not have a written form.)*

Literacy skills in other additional languages: *(Describe child/young person's strengths and any areas of difficulty. Note that the child/young person may have received no schooling or only very limited schooling in this language/s, which will affect how well developed their literacy skills are in this language/s. Also again bear in mind that not all languages have a written form.)*

Nursery education (UK/abroad): *(Note length of time, number of days per week, language/s used at nursery, type of provision or no formal nursery education)*

Details of any significant disruptions to schooling: *(E.g. due to prolonged illness, school closures, home education, living in an area experiencing war etc)*

Has the child/young person experienced frequent moves between schools and/or countries? *(If so, give details with dates, if possible. Note that frequent moves can sometimes explain apparent lack of progress.)*

Proficiency in English (Using Bell Foundation framework assessment <https://www.bell-foundation.org.uk/eal-programme/teaching-resources/eal-assessment-framework/> or similar type of EAL assessment framework – attach to this form)

Is the pupil a more advanced learner of EAL? (Sometimes there can be confusion between advanced learners of EAL and those who also have SEND. It typically takes between 7 and 10 years of UK education for a pupil to reach academic equivalence with their monolingual peers. For more information see: <https://www.hants.gov.uk/educationandlearning/emtas/supportinglanguages/supporting-advanced-learners>)

Parental views: (Do parents also have concerns about their child? Have you raised your concerns with the parents yet? Have you asked parents about their child's developmental history such as the age at which they first started to speak? Has the child/young person received any input from specialist educational professionals in their country of origin? Note that there may be cultural differences in attitudes towards SEND and so these conversations should be handled sensitively. An interpreter may be needed.)

Known medical conditions: (Have you asked parents if the child has had any diagnoses or input from health professionals in their country or origin or the UK? Note that it may be necessary to use an interpreter to speak with the parents about this.)

What EAL support strategies have you been using with this pupil? (E.g. child/young person is in their correct chronological year group, is mainly within the classroom with their peers rather than being withdrawn for interventions, etc. See <https://www.hants.gov.uk/educationandlearning/emtas/primary-secondary-phase> for guidance on further good practice strategies for EAL)

Which ability group/s or sets has the pupil been placed in? (If used)

What is the pupil's attendance like? (Low attendance or persistent patterns of lateness could explain slow rates of academic progress, for example.)

Has the pupil's eyesight and hearing been tested recently? *(Note that previously unidentified difficulties with eyesight and/or hearing can be the cause of some types of difficulties related to academic progress or language development.)*

Has the pupil experienced any significant trauma? *(For example, bereavement of close family member, witness to violent assault, abuse, terrorist attack, war etc. If so, consider whether this could explain your concerns and inform the type of support needed by the child.)*

Have you considered possible cultural factors that could be relevant to your concerns? *(E.g. in some cultures, it is considered rude for children to make eye contact with adults. A child looking down rather than making eye contact is therefore a child showing respect. This can sometimes be misinterpreted as indicative of possible SEND in schools in the UK.)*

Next steps

Read the information here:

<https://www.hants.gov.uk/educationandlearning/emtas/assessment-and-send/send-bilingual-guide>

It explains how to decide whether your pupil's observed difficulties are due solely to EAL or whether they may be a result of an underlying SEND. Discuss these with your SENDCo.

Then discuss the information here:

<https://www.hants.gov.uk/educationandlearning/emtas/assessment-and-send/eal-progress>

with your SENDCo before deciding on what appropriate provision might look like for this pupil.

If you are not sure whether a pupil's difficulties are caused by EAL or by SEND (or a combination of the two) and you want to discuss with an experienced EAL Practitioner, call the EMTAS Office number and ask for a call back from the EMTAS Specialist Teacher Advisor for your district.