EAL Team

Identifying Support Needs EAL - ASN

These sheets are designed to test for the probability of a specific special educational need in a pupil with EAL.

They should be used when a pupil is failing to make expected progress in class despite:

* having been screened for any sensory or physical difficulties that may be impeding

progress; and

* having been receiving EAL support and/or some differentiation in class.

Each sheet deals with one of six hypotheses and only the sheet or sheets that appear to apply to the pupil need be used.

Each sheet contains a series of questions which will elicit a ‘Yes’ or ‘No’ answer. A tick should be placed in either the ‘Yes’ or ‘No’ column for each question.

The ‘Source & date’ column should indicate where the information was obtained from to answer the question and when it was obtained. The sources of information are:

* observation of the pupil;
* the pupil’s work;
* talking to the pupil;
* talking to the class or subject teacher;
* talking to members of the pupil’s family; and
* the pupil’s records.

These can be coded. The codes are listed on each sheet.

A series of ‘Yes’ answers will indicate that the reasons for the pupil’s lack of progress are more likely to be because of his/her lack of fluency in English. A series of ‘No’ answers will indicate that the reasons for the pupil’s lack of progress are more likely to be because of the existence of a specific special educational need. Support can then be appropriately targeted.

The answer to any one question in itself should not be taken as conclusive evidence of the need for either EAL or ASN support. A weighting towards ‘Yes’ answers indicates that EAL factors are more likely to be the cause of lack of progress; a weighting towards ‘No’ answers indicates that a specific difficulty is more likely. In some cases, particularly with the questions on ‘Behavioural difficulties’, some of the ‘Yes’ answers simply indicate that the lack of progress is due to temporary difficulties rather than deep-rooted ones and will point to issues that require specific intervention from someone other than the EAL Co-ordinator / EAL TA.

**Hypothesis 1:**

**The pupil is failing to make progress because of difficulties with oral**

**communication and interaction.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **Date & Source** |  | **Date & Source** | **YES** |
|  |  | Has he/she had less than two years’ exposure to English? |  |  |
|  |  | Did he/she start to talk at a normal time in his/her first language? |  |  |
|  |  | Is he/she a confident user of his/her first language? |  |  |
|  |  | Are his/her structures in English nfluenced by those of the first language (e.g. does he/she consistently make the same mistakes in English such as reversing  noun/adjective – the table red, the dog big)? |  |  |
|  |  | Can he/she use a range of age-appropriate linguistic functions in his/her first language (e.g. asking, classifying, describing, explaining, justifying etc.)? |  |  |
|  |  | Is the practice of classroom talk a culturally unfamiliar  one (e.g. has the child come from a very different  education system where children are expected to be  quiet)? |  |  |
|  |  | Can he/she understand and participate in age-  appropriate conversation in his/her first language? |  |  |
|  |  | Will he/she only respond in small group or one-to-one  settings? |  |  |
|  |  | Can he/she only understand with visual support or  gestures? |  |  |
|  |  | Are his/her structures in English consistent with the  usual pattern of EAL development (e.g. single words / learnt phrases - adapting modelled phrases - using mainly present tense - beginning to use a range of tenses)? |  |  |
|  |  | Is he/she using language as a tool for thinking and  learning (e.g. does he/she talk in either the first  language or English when solving a problem)? |  |  |
| **ASN** |  |  |  | **EAL** |

NB – If any of these questions are not applicable, please note this down.

Source:

O = Observation W = Pupil’s work P = Pupil

T = Teacher F = Family R = Records

**Hypothesis 2:**

**The pupil is failing to make progress because of difficulties with reading.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **Date & Source** |  | **Date & Source** | **YES** |
|  |  | If he/she has achieved an age-appropriate oral  proficiency in any language, is he/she a confident  reader of age-appropriate texts in that language? |  |  |
|  |  | Could the barrier to reading be due to lack of  familiarity with the English phonetic system? |  |  |
|  |  | Is he/she motivated to read and shows an interest  and enjoyment in it? |  |  |
|  |  | Is he/she able to use cues and strategies to aid  reading, e.g. picture cues, phonics, syntax,  semantics, prediction? |  |  |
|  |  | Does he/she show classic EAL errors (e.g.  mispronunciation of some –ed verb endings,  misreading of medium-frequency phonetically  irregular words such as busy, tough etc.)? |  |  |
|  |  | Does he/she retain new vocabulary when reading? |  |  |
|  |  | Does he/she require explanations of idiomatic  expressions in the texts he/she is given (e.g. It took  me ages to find him/This is getting on my nerves  etc.)? |  |  |
|  |  | Is he/she able to extract meaning and information  from non-fiction texts by using features such as index,  contents page, headings, sub-headings, captions,  charts and tables etc.? |  |  |
| **ASN** |  |  |  | **EAL** |

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**Hypothesis 3:**

**The pupil is failing to make progress because of difficulties with writing.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **Date & Source** |  | **Date & Source** | **YES** |
|  |  | Does he/she have adequate fine motor skills? |  |  |
|  |  | Should he/she be able to write in the first or another  language (e.g. if attended school in the country of origin  for several years)? If so, can he/she do this to an age-  appropriate level? |  |  |
|  |  | Is he/she still unfamiliar with the English script (e.g. if  he/she is literate in a non-Roman script like Arabic,  Chinese and other Asian languages, Greek, Russian  etc.)? |  |  |
|  |  | Is he/she able to write legibly in any language? |  |  |
|  |  | Is he/she able to communicate meaning through writing  in any language? |  |  |
|  |  | Is he/she able to sequence images, events, or ideas in  any language? |  |  |
|  |  | Is he/she able to write sentences appropriate to his/her  oral fluency in English? (In the case of younger  children, can they articulate what they want to write?) |  |  |
|  |  | Is he/she motivated to write? |  |  |
|  |  | Could his/her difficulties be attributed to an unfamiliarity  with the different genres of writing across the  curriculum? |  |  |
|  |  | Has he/she had less than two years’ experience of  writing in either English or the first language? (It may  be helpful to discuss with parents at what age literacy  skills are taught in the country of origin.) |  |  |
|  |  | Are his/her structures in English influenced by those of  the first language (e.g. does he/she consistently make  the same mistakes in English such as reversing  noun/adjective – the table red, the dog big)? |  |  |
| **ASN** |  |  |  | **EAL** |

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**Hypothesis 4:**

**The pupil is failing to make progress because of behavioural difficulties.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **Date & Source** |  | **Date & Source** | **YES** |
|  |  | Has he/she been in schools in the UK for less than  one year? |  |  |
|  |  | Could his/her behaviour be due to lack of familiarity  with culturally appropriate conventions? |  |  |
|  |  | Could the behaviour be due to any racism that he/she  or the family may have experienced? |  |  |
|  |  | Could the behaviour be due to any financial or  housing problems the family may have encountered? |  |  |
|  |  | Is he/she subjected to conflicting demands or  expectations between home and school (i.e. in  relation to the family’s cultural background or  religion)? |  |  |
|  |  | Does he/she behave better in lessons that are more  practical and where there is less focus on language? |  |  |
|  |  | Is he/she frustrated because of his/her lack of fluency  in English? |  |  |
|  |  | Is he/she behaving appropriately at home? |  |  |
|  |  | Is he/she being given tasks that don’t match his/her  cognitive abilities (e.g. tasks that are either over-  simplified to account for his/her limited English or  tasks that are too difficult)? |  |  |
| **ASN** |  |  |  | **EAL** |

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**Hypothesis 5:**

**The pupil is failing to make progress because of poor attitude to learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **Date & Source** |  | **Date & Source** | **YES** |
|  |  | Does he/she use any strategies to get help or  information? |  |  |
|  |  | Is he/she willing to participate at some level in  discussions and/or other group tasks? |  |  |
|  |  | Is he/she willing to participate at some level in whole-  class activities? |  |  |
|  |  | Does he/she respond positively when spoken to? |  |  |
|  |  | Does he/she persevere with challenging tasks? |  |  |
|  |  | Does he/she appear alert? |  |  |
|  |  | Does he/she have difficulty in understanding  instructions? |  |  |
|  |  | Is he/she willing to carry out any class responsibilities  or duties? |  |  |
|  |  | Does he/she take risks in his/her learning? |  |  |
|  |  | Does he/she show independence in and responsibility  for his/her learning? |  |  |
| **ASN** |  |  |  | **EAL** |

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Source:

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**Hypothesis 6:**

**The pupil is failing to make progress because of learning difficulties.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **Date & Source** |  | **Date & Source** | **YES** |
|  |  | Is he / she making progress in some areas of the curriculum? |  |  |
|  |  | Are the task demands too abstract for his/her current  level of English? |  |  |
|  |  | Has he/she been learning English for less than two  years? |  |  |
|  |  | Is he/she a confident speaker of his/her first  language? |  |  |
|  |  | Can he/she successfully engage with tasks that have  been differentiated to account for his/her level of  EAL? |  |  |
|  |  | Does he/she participate at some level in class or  group activities? |  |  |
|  |  | Does he/she retain new information and skills,  applying these in subsequent lessons? |  |  |
|  |  | Does he/she use any strategies to aid his/her  understanding (e.g. use of reference materials  including word lists, 100 squares, classroom displays  etc; asking a friend for help)? |  |  |
|  |  | Does he/she have good concentration (e.g. when  engaging in a problem-solving activity; when  engaging in a favourite learning activity)? |  |  |
|  |  | Is his/her fluency in English developing appropriately  (refer to the EAL Profile of Competence)? |  |  |
|  |  | Does he/she take risks in his/her learning? |  |  |
|  |  | Can he/she generalize learning and apply it in  another context? |  |  |
| **ASN** |  |  |  | **EAL** |

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