



# Guidance on the Assessment of EAL Pupils who may have Special Educational Needs







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## Introduction

Milton Keynes Local Education Authority is committed to the principle of inclusion as outlined in "The National Literacy Strategy – Supporting Pupils Learning English as an Additional Language"<sup>1</sup>. The LEA's Education Development Plan highlights the importance of equality of opportunity, narrowing attainment gaps and tackling underachievement for all relevant groups, many of whom are from minority ethnic communities. Minority ethnic pupils make up 14.5% of the school population in Milton Keynes, of which 8.5% have English as an Additional Language (EAL). Now, almost every school has a number of EAL learners. Therefore, teachers and support staff should be equipped to teach EAL learners effectively.

EAL pupils have specific linguistic needs, but these should not be confused with Special Educational Needs (SEN).

*"A pupil is not to be taken as having a learning difficulty solely because the language (or form of language) in which he is, or will be, taught is different from a language (or form of language) which has at any time been spoken in his home."*<sup>2</sup>

There is national concern because EAL learners are over-represented on Special Educational Needs registers. EAL pupils should be expected to form a comparable proportion to the monolingual population of the school on the SEN register. Analysis of current local data indicates that EAL pupils are not over-represented on SEN registers, but there is variation between particular ethnic groups, with some groups being more prominent on School Action lists and others over-represented on Statements.

The LEA "Guidance for Supporting Pupils with English as an Additional Language"<sup>3</sup> outlines induction, assessment procedures and strategies for supporting EAL pupils. The LEA is aware that the needs of EAL pupils who may have SEN cannot be addressed in one document. Therefore, the purpose of this document is to provide clear guidelines for the assessment and support of EAL pupils who may have SEN.



It is essential to understand the process of English Language Acquisition and the challenges faced by minority bilingual pupils\*. Then assessment can indicate if an individual pupil's progress is within expected norms.

Schools should consider a process of identifying when a cause for concern may be due to the pupil's stage of language acquisition or whether the pupil has special educational needs. This guidance will further help to identify the cause for concern and the procedure which should be followed.

*This document focuses on cognitive and learning need, rather than physical or sensory need. EAL pupils with physical and sensory need should be assessed for English language acquisition in the same way as all EAL pupils, and be measured against the expected academic progress of their monolingual peers.*

<sup>1</sup> The National Literacy Strategy – supporting pupils learning English as an Additional Language, DFES 2000.

<sup>2</sup> Special Educational Needs Code of Practice, Section 1.3 page 6, 2001

<sup>3</sup> Guidance for Supporting Pupils with English as an Additional Language, EMASS, Milton Keynes, 2004

\* In this document the term minority bilingual pupils represents minority bilinguals as cited by Cline (2001)

## Histories of bilingualism and their impact on educational achievement

Bilingual pupils have access to two or more languages at home and at school. They may operate at different language levels in a variety of circumstances. Being bilingual does not mean that they are fluent or literate in both languages. For example, some pupils may be fluent in one of their spoken home languages, which is used with family and friends, but they may only be literate in English or another community language.

The table below shows the broad range of bilingual experiences pupils may have. Most pupils in Milton Keynes are minority bilinguals, but there are pupils represented from all groups. Some pupils may have no knowledge of the English language on arrival.

Table 1 \*

	<b>Social circumstances</b>	<b>Typical motive for learning second language</b>	<b>Investment in learning second language</b>
<b>Elite bilingual</b>	Parent in high status mobile occupation, for example, diplomatic service, international company	Cultural enrichment; communicate with locals	Modest
<b>Majority bilingual</b>	Parents speak a high status language in a society with a strong second language, for example, French – speaking Canadians	Political requirement to be able to speak second language	Economic advantages Some social cachet
<b>Family bilingual</b>	Parents from different language backgrounds	Communicate with extended family	Family value success highly
<b>Minority bilingual</b>	Parents refugees or immigrants from a different country, making the new country a long term home	Social and economic	Failure has very serious consequences

\* Adapted from Skuttnab-Kangas, 1984: Cline, 2001

## Challenges faced by minority bilingual pupils in schools

Research has shown that:

Within two years pupils will have developed basic “survival” language, which means that they will be able to operate fluently in the playground and the social environment. However, it takes from five to seven years to acquire the full range of literacy skills needed to cope with the curriculum. This normal delay should not be confused with special educational needs.<sup>4</sup>

- In the early stages of second language acquisition a “silent” period is common and quite normal. This may last for up to a year, while the pupil gains linguistic confidence.
- Teachers’ background knowledge of the pupil’s first language experience can support second language acquisition. For example, if a pupil’s literacy skills in first language are known, the teacher will be able to plan to develop the same skills in English.

- Where pupils have opportunities to use their first language regularly both at home and at school, their cognitive development and academic achievement are enhanced. In addition there is a positive impact on second language acquisition.

### Minority bilingual pupils and their parents may differ from other pupils in:

- Experience and understanding of the school system and the classroom
- Cultural knowledge relevant to the national curriculum
- Proficiency in the main language used in the school system
- Experience of prejudice, discrimination and racism



<sup>4</sup> Language, Power and Pedagogy: Bilingual Pupils in the Crossfire, Cummins, J, Clevedon, Avon: Multilingual Matters, 2000.

## Social and educational needs of EAL learners

Pupils learning EAL benefit from the following strategies: <sup>5</sup>

- Clear assessment of the level of second language acquisition, to inform planning and target setting. At times this might require differentiated teaching at individual or small group level. For example, giving instruction on key vocabulary for a lesson in advance, employing role play to consolidate what pupils have learned from teacher talk, providing an opportunity for pupils to demonstrate understanding of a topic with a labelled drawing instead of written text.
- Planning based on teachers' and support staff's knowledge of successful strategies for supporting EAL learners
- Planned development of speaking and listening is vital to develop pupils' processes of thought and argument. The mechanics of social and conventional speech may be at an early level, whereas thought and interest levels are likely to be higher.
- Transfer of knowledge and ideas between first and second language, through the use of languages both in the classroom and at home. This includes the continued development of first language wherever possible.
- Teaching strategies which encourage talk and participation, for example, collaborative paired or group work. These activities develop self-esteem and result in a greater likelihood of pupils developing oral language.
- Good role models. EAL pupils should not always be grouped with pupils who have special educational needs, solely because of their language acquisition needs.
- An inclusive multicultural ethos, where difference is seen as being normal and is celebrated. The pupil's background should be reflected in both the school environment and in the curriculum.

## The legal position

The SEN Code of Practice (2001) <sup>6</sup> gives clear guidance on pupils with EAL who may have SEN.

- Identification should take place over time and a snap-shot assessment requires particular care
- It is necessary to consider the pupil within the context of the home, culture and community
- If uncertain, the school should make full use of any local sources of advice relevant to the ethnic group, drawing on community liaison
- **Lack of competence in English should not be equated with learning difficulties, but when pupils who have EAL make slow progress it should not be assumed that their language status is the only reason they may be having learning difficulties**
- Schools should look at all aspects of a pupil's performance in different subjects
- At an early stage, a full assessment should be made of past exposure to each of the languages spoken, the current use and proficiency. This assessment will form the basis for planning to meet the pupil's needs, and should be specifically reflected in short-term planning.

<sup>5</sup> Guidance for Supporting Pupils with English as an Additional Language, EMASS, Milton Keynes, 2004

<sup>6</sup> SEN Code of Practice, Sections 5.15, 5.16 Page 46

## Identification and assessment

Clearly EAL pupils should represent the same proportion of SEN pupils as the majority population. In the past EAL pupils were nationally over represented in LEA lists of pupils with statements. During the last ten years there has been growing awareness of the distinction between EAL and SEN. This has resulted in varying representation nationally, with some LEAs appearing to have EAL pupils under-represented on their lists. This poses a significant challenge for the correct identification of needs.

A number of factors should be considered:

- Early identification of learning difficulties in literacy carries additional risks with readers learning EAL, compared with pupils learning to read in their first language. Pupils may decode with limited comprehension.
- The use of a single special test for EAL pupils who make slow progress in core subjects is not desirable. There should be a multifaceted strategy for assessment, with consultation and use of multiple sources of evidence over time.
- Important background information is frequently omitted in assessment reports on pupils learning EAL who have learning difficulties. See Appendix 1, "Addendum to the School Admission Form for Minority Ethnic Pupils".
- Assessment of subject knowledge in a pupil's home language will only be valuable if the pupil has regularly used it for learning in the past and in the subject area covered by the assessment



- Those who have reviewed research in this field have argued that formative assessment and assessment that charts an individual pupil's progress (ipsative assessment) will be much more useful to teachers of pupils learning EAL than normative assessment that compares the pupil's progress with that of other pupils. They will also be more accurate, as normative assessment often compares the progress of pupils who are learning in their second language with that of pupils who are learning in their first language. This may make it appear that the pupils learning EAL are underperforming when they may actually be catching up.
- Investigations should be in line with the SEN Code of Practice

In assessing literacy learning note that:

- Most pupils learning to read in a second language show relatively little difficulty in developing word-decoding skills. If a pupil fails to develop decoding skills this can be significant.
- Accuracy in reading aloud at word level is often superior to the ability to understand what is being read. Therefore, the relative deficit compared with English first language readers is often greater in comprehension than in accuracy.
- The main challenges for pupils learning EAL are:
  - Vocabulary
  - Syntactical knowledge
  - Cultural reference
  - Inference
  - Idioms
- Evaluation studies indicate that the National Literacy Strategy (NLS) and Reading Recovery programmes generally benefit pupils learning EAL, but that benefits are most limited for beginner bilinguals

## Triggers for cause for concern:

- Language acquisition progress below expected norm
- Unusually slow work rate compared with peers
- Little response to teacher or peer intervention
- 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 or 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

## Language or learning need

The "Process to Determine Language or Learning Need" (Diagram 1) should be considered for all EAL pupils. Any cause for concern will be highlighted if the school:

- has good knowledge of the pupil's background
- makes a termly assessment of language acquisition level
- monitors progress within the National Curriculum core subjects

Where a **cause for concern** has been identified, a wide range of possible reasons for these responses should be considered. These may include:

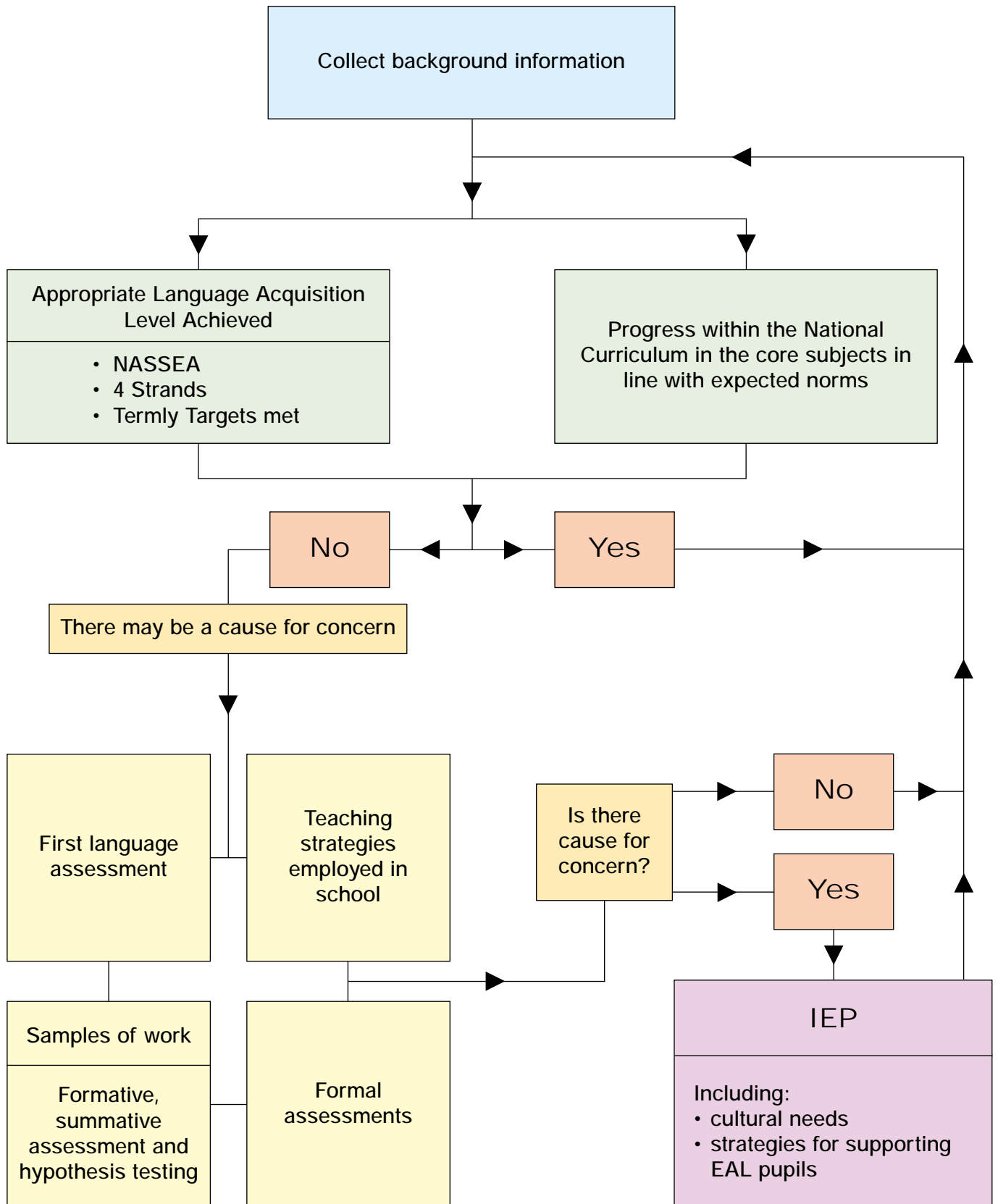
- The culture and ethos of the school, or the curriculum, are not inclusive
- There has been insufficient time or opportunity for the establishment of proficiency in English
- Teaching and learning have not been differentiated appropriately for a beginner bilingual
- The pupil has developed good conversational English, but has not become fully proficient in the formal academic language necessary for learning
- The pupil is experiencing the emotional effects of racism or other stressful life events, particularly in the case of newly arrived or refugee pupils
- There is a specific language disorder
- The pupil has Special Educational Needs

In considering these reasons, a number of tasks need to be carried out. These should include:

- First language assessment
- Discussions with teachers, support assistants, language assistants and parents, including a review of teaching strategies employed
- Formative and summative assessments
- Consideration of changes over time, particularly the pupil's response to efforts made to improve the learning environment and to engage the pupil in the curriculum

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

## Diagram 1 Process to Determine Language or Learning Need



## Collection of background information

Background information will ensure clarity in determining how cultural factors and linguistic experience influence progress. It will also inform teachers' planning. The list below gives the key background information which should be collected for all minority ethnic pupils (see Appendix 1):

- Ethnicity
- Country of birth
- Date of arrival in country (if not UK-born)
- Religion
- Previous schooling (including pre-school)
- Home language/s (proficiency spoken and written)
- After school or weekend learning
- Interests and hobbies
- Particular abilities or learning needs
- Known medical conditions
- Assessment details (baseline, NC, other specific tests)
- Other relevant information, e.g. refugee status

Appendix 1 may be adapted to extend the school's admission form.

Where a cause for concern has been triggered, the person co-ordinating the assessment should discuss the pupil's needs with the class teacher, the pupil and the pupil's parents, then set up an observation in the classroom. See the appendices listed below.

### Class Teacher Consultation of Language or Learning Need (see Appendix 2).

### Pupil Consultation of Language or Learning Need (see Appendix 3).

This may include a **classroom observation** (see Appendix 4 for an example).

### Parent Consultation of Language or Learning Need –(see Appendix 5).

This may be completed in conjunction with a first language assessment (see Appendix 8).

## Language Acquisition Level

Milton Keynes LEA has adopted the Northern Association of Support Services for Equality and Achievement (NASSEA) English language acquisition assessment system. EAL pupils are assessed in four strands: **Listening and Understanding, Speaking, Reading and Writing** (see Appendix 6):

- A termly assessment of all four strands of NASSEA should be made

Whilst an annual assessment of writing is required by the LEA for devolvement of EMAG (Ethnic Minority Achievement Grant), it should be clear that all four strands are of equal value in making a meaningful assessment of an individual pupil.

- Set a termly language acquisition target/s
- Progress should be at least one step in two terms for newly arrived pupils and up to Step 4 in eight terms
- Progress should also be measured in the National Curriculum core subjects. NASSEA language acquisition levels can be measured against expected National Curriculum levels, as indicated in NASSEA guidance (see Appendix 7).

### If a pupil is not making expected progress in language acquisition, four further strands of assessment should be made:

- First language assessment
- Review of teaching strategies employed
- Formative and summative assessment
- Standardised assessment

## First language assessment

Accurate first language assessments are useful to give an indication of a pupil's general language development. Age-appropriate competence in first language may indicate that a pupil has second language acquisition needs rather than SEN.

- Assessors should be known to the pupil and speak the same language or dialect. The assessment should be in the same dialect. Where an outside agency is used to carry out the assessment, time should be allocated for the pupil to get to know the assessor.
- The pupil should feel comfortable where the assessment takes place, and it may be more appropriate to carry it out at home, especially for a young pupil
- First language assessment should focus on the social language used in the home and language taught in school. Major gaps in areas in which the pupil has had opportunities to learn may indicate learning difficulties.
- There may not be a clear correspondence between first and second language; for example, if a child is more competent in first language this may highlight an EAL learning need rather than SEN. This should be considered with the bilingual assessor.
- The pupil may have limited competence in first language because one or both of the parents are second or third generation UK born and may provide a limited English language model themselves
- Areas to consider in setting up an assessment:
  - Narrative – re-tell a common story, e.g. a story from the culture associated with that language
  - Sequencing – explain the sequence for completing an everyday action, such as dressing or coming to school or the events in a story
  - Relating personal experience
  - Comprehension – the assessor might tell a story or explain how to do something in the home language and then ask the pupil comprehension questions about it

- Following verbal instructions
- Memory
- Listening and attention skills, assessed by observation
- Interaction with others, verbally and non-verbally
- Factors which might indicate learning difficulties are:
  - Immature vocabulary
  - Inappropriate vocabulary
  - Illogically sequenced ideas
  - Incorrect word order
  - Low number of words in a sentence
  - Limited use of connectives
  - Poor use of social language
  - Inappropriate responses to questions
  - Inadequate predictive skills

It is important to be aware that some of the factors above will be affected by the pupil's stage of language acquisition. Many of these factors relate to developmental levels and do not always indicate SEN, but rather an additional need.

- Notes/tape recordings should be made to record pupil utterances for later analysis

The first language assessment should be devised according to the pupil's specific needs. This should be produced by the SENCO and EMA Co-ordinator, in consultation with other professionals supporting the pupil. Where EMASS is providing support they should also be consulted. An **example** of the type of assessment materials which may be appropriate for Key Stage 1 is attached (see Appendix 8). **This example is not designed to be used without adaptation for the specific assessment being undertaken.**

## Teaching strategies employed in school

Progress in second language acquisition is dependent upon the classroom environment and the teaching strategies used. Where a pupil is experiencing academic difficulties, teachers should first critically examine the teaching they are offering in terms of motivation, language used and targets set. Access to the curriculum is based upon understanding of the key vocabulary and conceptual language. Pupils may seem to under-perform if good strategies for supporting EAL learners are not in place.

Before or during assessment of a cause for concern, the provision of support strategies should be appraised. See Appendix 9, "Strategies for Supporting Pupils with English as an Additional Language". When setting individual termly language acquisition targets and translating them into short term planning, there should be a focus on relevant strategies. An assessment of the effectiveness of strategies being employed may be made by ticking the boxes on the strategies grid. For example, *1: highly effective use, 2: some use, 3: more use could be made*

A careful consideration of teaching strategies is vital at this stage of assessment.

## Formative and Summative assessment

On-going (formative) assessment should be used to inform planning for language acquisition and to measure progress against learning intentions. However, the progress should be measured against a pupil's own achievement (ipsative assessment) and expected progress in language acquisition. If a pupil has not met the success criteria in the sample, a review of the teaching strategies should be made. Could the pupil have made better progress with a different approach? If the assessor is satisfied that this condition has been met there may be a cause for concern.

## Standardised assessments

Measurement of progress will also include the standardised tests, which make up the whole-school assessment and tracking procedure, such as reading and spelling tests, SATs and CATs. If a pupil is below expected norms, this will lead to more detailed assessment using the "Process to Determine Language or Learning Need".

*It should be noted that there are cultural implications for the scores of standardised tests, as some test materials have been shown to be culturally biased.*



## Cause for concern

If a cause for concern has been corroborated the SEN procedure will be invoked and an IEP will be written, in addition to the general individual language acquisition assessment and target setting.

Where the cause for concern is considered to be due to language acquisition, the individual language acquisition targets will be reviewed and specific teaching strategies will be incorporated into short-term planning. There should continue to be regular review of progress as outlined in this document.

## Individual Education Plans

The IEP should include cultural considerations and the teaching strategies which will support language acquisition. Where additional staff are employed to support EAL pupils there should be a co-ordinated approach, ensuring full collaboration between all staff. The normal review process will be followed.

### A co-ordinated response to SEN provision

It is essential that there is clear communication between the Ethnic Minority Achievement Co-ordinator and the Special Educational Needs Co-ordinator.

- EMASS or school staff should be included where they are present in school
- Assessment and monitoring should include effective collaboration between EMASS and the SENDIS team where support or advice is provided to the school. A key worker should be identified, in partnership with the school. The key worker could be the SENCO, EMA Co-ordinator, EMASS teacher or consultant, or SENDIS Advisory Teacher.
- The targets on the IEP should be shared between all significant adults and support services working in the school, e.g. Behaviour Support, EMASS and SENDIS, and the Education Psychologist if appropriate. The IEP should be a working document, with the strategies agreed by all significant adults.
- The IEP should include the pupil's English language acquisition targets
- All ethnic minority pupils with SEN should be recorded on the ethnic minority achievement data base
- Monitoring and assessment procedures should be built into the Race Equality Action Plan

## Guidance for supporting EAL pupils on the SEN register

- Continue English language acquisition support, making full use of a wide range of strategies
- Provide additional group/individual support. This would ideally be by a bilingual Language Assistant for at least some of the time.
- Grouping should include good English language role models and same-language speakers where possible
- Plan for a multi-lingual/multi-sensory approach
- Work closely with parents, if necessary through translation
- Make use of local advice or support from the community
- Ensure that there is on-going liaison between support services



## Ways Forward

These guidelines have been produced in consultation with Milton Keynes schools, the SEN Division and other LEAs. They aim to provide a clear model for assessment and provision for EAL pupils who may have SEN.

EMASS provides regular training, as part of the CPD programme, and is keen to provide advice and support to individual schools. We welcome feedback from schools and will endeavour to update this document.

Comments should be sent to:

Ethnic Minority Achievement Support Service (EMASS),  
Queensway Centre, Queensway, Bletchley,  
Milton Keynes MK2 2HB.  
Tel: (01908) 270409  
Fax: (01908) 630280  
Email: [multicultural@milton-keynes.gov.uk](mailto:multicultural@milton-keynes.gov.uk)  
Web: [www.mkweb.co.uk/emass/](http://www.mkweb.co.uk/emass/)

Or:

SEN and Disability Inclusion Service (SENDIS),  
Queensway Centre, Queensway, Bletchley,  
Milton Keynes MK2 2HB.  
Tel: (01908) 375072  
Fax: (01908) 630280  
Email: [sendis@milton-keynes.gov.uk](mailto:sendis@milton-keynes.gov.uk)







**Support for learning:**

Favourite subjects in school	
Interests and hobbies	
Extended leave: <i>(reasons, time, when)</i>	
Support needed for the child's English language acquisition: <i>(e.g. bilingual dictionaries)</i>	
Prior experience which may affect learning	

**Dietary and health issues:**

Favourite foods and preferred diet	
Dietary restrictions	
Known medical conditions	

**Support for parents and carers:** *(tick boxes)*

Interpreter required at parents' meetings <input type="checkbox"/>	The parent or carer can bring an interpreter <input type="checkbox"/>
Bilingual translations of school letters and leaflets would be helpful <input type="checkbox"/>	School letters written in English can be translated <input type="checkbox"/>
Information on Supplementary Schools is requested <input type="checkbox"/>	Contacts of local community groups are required <input type="checkbox"/>

Data collected by:

Date:

*This form may be adapted and is available by email from EMASS or on the EMASS website.*

## Appendix 2

### Class Teacher Consultation of Language or Learning Need

Name of pupil:  Year Group:  Class:

Class/form teacher:

Trigger for cause for concern:

Core Subject	NASSEA Step/NC Level*	Strengths and weaknesses
Listening and Understanding		
Speaking		
Reading		
Writing		
Mathematics*		
Science*		

Physical, medical or behavioural issues including physical development:

Frequency/pattern of pupil's attendance, including information on extended leave:

**Confidence and social interaction with:**

Teachers and adults in school	Peers
-------------------------------	-------

**Attitudes and motivation:**

--

**Use of the pupil's first language in the classroom, including provision of bilingual support:**

--

**Pairing, grouping and peer mentoring:**

--

**Strategies currently used to develop the pupil's English language acquisition:  
use "Strategies for Supporting Pupils with English as an Additional Language", Appendix 9**

--

**Involvement of parents, siblings or the community in the pupil's learning:**

--

**Attendance at after-school and weekend activities and community schools:**

--

**Any other comments:**

--

Completed by

--

Post/service

--

Date

--

## Appendix 3

### Pupil Consultation of Language or Learning Need

Name of pupil:  Year Group:  Class:

Class/form teacher

Experiences within school:

What do you like doing at school?	
Share something you are really good at	
Who do you play with?	
Which part of the day do you enjoy most?	
What makes you happy?	
What makes you sad?	

Experiences at home and with friends:

How many brothers and sisters do you have?	
How old are they?	
Who do you play with most outside school?	
Do you go to any lessons or to the mosque (if relevant) after school or at the weekends? What do you like most there?	
When do you do your school homework? Who helps you? How long does it take?	

Any other questions or information:

Completed by  Position  Date

## Appendix 4

### Needs Observation

Name:  School:  Class/form: Date :  Subject Area: 

Time (minutes)	Activity
5	
10	
15	
20	
25	
30	

Key Points:

Observation by:  Position:

## Appendix 5

### Parent Consultation of Language or Learning Need

Name of pupil:  Year Group:  Class:

Class/form teacher

Family background:

Who does the pupil live with, including which siblings?	
Any other information about the family	
What does the pupil enjoy doing most at home?	

Language background:

How old was the pupil when he/she started to speak?	
What language/s are used at home and in what contexts? Which language is used with siblings?	
Is the pupil literate in any languages other than English? Give details of understanding, speaking, reading and writing.	
Does the pupil watch English language television? How much?	
Does the pupil watch television in other languages? Which languages and how much?	
Does the pupil take part in community classes outside school? How often and when? How is the pupil progressing?	

**Educational experience:**

Did the pupil attend a playgroup or nursery?	
Has the pupil been on extended leave of absence?	
What does the pupil enjoy most at school?	
What areas of concern does the pupil have at school? Which subjects are most difficult?	

**Medical considerations:**

Are there any medical issues which the school was not previously aware of? Give details.	
---	--

**Eating and nutrition:**

What does the pupil enjoy eating at home? In the opinion of the parent does the pupil eat well in comparison with siblings?	
Does the pupil eat a balanced meal at lunchtime? What does the pupil usually eat? Is there any food left when the lunchbox is returned home?	

**Any other questions or information:**

--

Completed by

Position

Date

## Appendix 6

# NASSEA EAL Assessment System

## LISTENING AND UNDERSTANDING

### Step 1 (S1)

Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.

### Step 2 (S2)

Pupils understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations.

### Threshold (S3)

With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentations to the whole class.

### Secure (S4)

In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation.

### Consolidating (S5)

Pupils can understand most conversations when the subject of the conversation is more concrete than abstract and where there are few figurative and idiomatic expressions.

### Competent (S6)

Pupils can participate as active speakers and listeners in group tasks. They understand most social and academic school interactions delivered at normal speed.

### Independent (S7)

Pupils have the range of listening skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English.

## Appendix 6 Continued...

### NASSEA EAL Assessment System

## SPEAKING

### Step 1 (S1)

Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English.

### Step 2 (S2)

Pupils copy talk that has been modelled. In their speech they show some control of English word order and their pronunciation is generally intelligible.

### Threshold (S3)

Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level.

### Secure (S4)

Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listener's interest.

### Consolidating (S5)

Pupils begin to engage in a dialogue or conversation within an academic context. In developing and explaining their ideas they speak clearly and use a growing vocabulary.

### Competent (S6)

Pupils use language appropriately across the curriculum for different academic purposes (e.g. explaining) – some minor errors may still be evident. They are able to use more complex sentences.

### Independent (S7)

Pupils have the range of speaking skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English.

## Appendix 6 Continued...

### NASSEA EAL Assessment System

## READING

### Step 1 (S1)

Pupils participate in reading activities and may build on their knowledge of literacy in another language. They know that, in English, print is read from left to right and from top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound.

### Step 2 (S2)

Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support, they can follow a text read aloud.

### Threshold (S3)

Pupils can read a range of familiar words, and identify initial and final sounds in unfamiliar words. With support, they can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.

### Secure (S4)

Pupils use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction.

### Consolidating (S5)

Pupils use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and extracting information from a variety of texts. From Key Stage 2 onwards reading has typically begun to be a tool for learning rather than a process which is an end in itself.

### Competent (S6)

Pupils understand many culturally embedded references and idioms, but may still require explanations. From Key Stage 2 onwards pupils can read a range of complex texts starting to go beyond the literal by using some higher order reading skills such as inference, deduction and hypothesis.

### Independent (S7)

Pupils have the range of reading skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English.

## Appendix 6 Continued...

### NASSEA EAL Assessment System

## WRITING

### Step 1 (S1)

Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words, and write from left to right.

### Step 2 (S2)

Pupils attempt to express meanings in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division.

### Threshold (S3)

Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.

### Secure (S4)

Pupils use phrases and longer statements that convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated.

### Consolidating (S5)

Pupils are able to produce written outcomes using a range of appropriate grammatical structures when given 'scaffolding' support such as writing frameworks and a specific focus on the linguistic requirements of different kinds of writing. Pupils' production is more limited when they receive no such support.

Pupils are beginning to understand that different contexts require different forms of expression and they will be attempting to respond to this understanding in their writing.

### Competent (S6)

Pupils can produce appropriately structured and generally accurate work in a variety of familiar academic contexts with few errors and without support. They will still require support to develop the organisational skills and appropriate linguistic forms for new contexts.

### Independent (S7)

Pupils have the range of literacy skills necessary to participate fully within the curriculum and can be fairly assessed by using only the National Curriculum for English.

## Appendix 7

# A comparison between NASSEA steps and National Curriculum Levels

### NASSEA EAL Assessment links with the English National Curriculum

ENGLISH NC LEVELS KS1	NASSEA STEPS	ENGLISH NC LEVELS KS2	NASSEA STEPS	ENGLISH NC LEVELS KS3/KS4	NASSEA STEPS
W		W		W	
L1		L1		L1	
L2		L2		L2	
L3		L3		L3	
L4		L4		L4	
L5		L5		L5	
L6		L6		L6	
L7		L7		L7	
L8		L8		L8	

- KEY:**
- S1 Step 1
  - S2 Step 2
  - S3 Threshold
  - S4 Secure
  - S5 Consolidating
  - S6 Competent
  - S7 Independent (can be assessed using the National Curriculum)

## Appendix 8

### Example of First Language Assessment (Key Stage 1)

#### First Language Assessment

Name  School

Year  Date of Birth  Class

First Language  Other languages

Literacy in First Language: Reading

Writing

#### Narrative

*Provide some pictures which tell a story. Ask the pupil to re-tell the story, by giving a series of question prompts. The exact questions should be written on the assessment. The pictures should be culturally relevant.*

##### Comments:

Score in box: 1: good, 2: satisfactory, 3: unsatisfactory

#### Sequencing

*Give a series of un-ordered pictures which tell a story. Explain that you want the pupil to put them in order to tell the story. You should note the question and any prompts given on the assessment sheet. There should be clear order in the pictures chosen.*

*Put the picture number in the boxes in the order chosen by the pupil.*

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

Are the pictures sequenced left to right?

Remember that in some languages script is read from right to left.

##### Comments:

Score in box: 1: good, 2: satisfactory, 3: unsatisfactory

## Relating personal experience

*Examples:*

*Tell me what you did before you came to school this morning?*

*What have you been doing at school today?*

*What do you like doing when you are not at school?*

**Comments:**

Score in box: 1: good, 2: satisfactory, 3: unsatisfactory

## Comprehension

a) Read a short story and ask questions to assess understanding.

b) Assessing vocabulary – use a picture and ask the pupil to point out and name a number of objects:

Object 1	→		
Object 2	→		
Object 3	→		
Object 4	→		
Object 5	→		

*(Tick box for correct answer)*

*You could also ask specific questions, such as, "Which flowers are near to the river?" or "Show me what you would use to draw a picture?"*

## Following verbal instructions

Assess the pupil by using real objects such as:

"Give me the pencil"

"Give me the biggest marble"

"Give me the smallest rubber"

"Put the pencil inside the pencil case"

"Hide one of the marbles behind your back"

"Cut a corner off the piece of paper"


*(Tick box for correct answer)*

## Memory

Ask the pupil to repeat a sequence of numbers. Stop when the pupil gets two sequences wrong.  
(Tick box for correct answer)

2 numbers	2,7	<input type="checkbox"/>	5,9	<input type="checkbox"/>
3 numbers	4,5,7	<input type="checkbox"/>	1,9,4	<input type="checkbox"/>
4 numbers	5,8,1,9	<input type="checkbox"/>	6,9,3,7	<input type="checkbox"/>
5 numbers	2,6,1,7,3	<input type="checkbox"/>	1,3,5,7,9	<input type="checkbox"/>

## Comments by the assessor

Assessed by:	Position:	Date:	Time of day:
Where did the assessment take place?		How long did it take?	
What preparation was given to the pupil before the assessment?			
Did the pupil know the assessor? If so in what context?			
How was the pupil? <i>Circle as appropriate.</i> <i>nervous   confident   shy   co-operative   not co-operative   unwell   not concentrating</i>			
Any other comments:			
Assessment shared with:			
	Name/s	date	
school			
parent or guardian			
EMASS			
ESS			
Educational psychologist			
other			

## Appendix 9

### Strategies for Supporting Pupils with English as an Additional Language

1: highly effective use

2: some use

3: more use could be made

(tick as appropriate)	Strategy	Examples
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>Create an inclusive environment</b></p> <p>Ensure that the pupil will be able to relate to the classroom environment</p> <p>Access resources from Multicultural Resource Centre and specialist suppliers</p>	<ul style="list-style-type: none"> <li>• Display labels and signs in home languages in the classroom and around the school</li> <li>• Reflect diversity in visual displays</li> <li>• Relate to the pupil's cultural background within the curriculum and enable the pupil to draw on his/her own experience</li> </ul>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>Pairing and Mentoring</b></p> <p>Set up a 'buddy' system as soon as the pupil arrives</p>	<ul style="list-style-type: none"> <li>• Where possible with same language speaker</li> <li>• Friendly and out-going pupil</li> <li>• Good role model of English, guard against placing EAL learners in groups with pupils with Special Educational Needs</li> <li>• If there is a pupil with the same first language in another class make arrangements for them to meet at other times</li> </ul>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>Practical activities</b></p> <p>Make opportunities for the pupil to become practically involved in the classroom, with a partner at first</p>	<ul style="list-style-type: none"> <li>• Distributing equipment</li> <li>• Collecting exercise books</li> </ul>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>Visuals</b></p> <p>Provide as much visual support as possible in a wide variety of formats</p>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Diagrams</li> <li>• Photographs</li> <li>• Flash cards</li> <li>• Picture dictionaries</li> <li>• Computer programs, such as Clicker 4</li> <li>• Television</li> <li>• Artefacts</li> <li>• OHTS</li> <li>• Produce a set of picture cards for the pupils to use to communicate needs</li> </ul>

## Appendix 9 Continued...

## Strategies for Supporting Pupils with English as an Additional Language

1: highly effective use  
2: some use  
3: more use could be made

<i>(tick as appropriate)</i>	Strategy	Examples
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>Key words</b> Give short vocabulary lists of key words for each unit</p>	<ul style="list-style-type: none"> <li>• Illustrate key words with simple pictures</li> <li>• Pre-teach key words before a unit and/or lesson, using a bilingual peer, support assistant or parent</li> <li>• Create a glossary book for the pupil to record new words. If the pupil is literate in first language they should be recorded in both languages, with a definition in first language</li> </ul>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>Key visuals</b> Scaffold learning using key visuals</p> <p><i>Key visuals are ways of representing or organising information diagrammatically or in a visual form. Pictures may be included.</i></p>	<ul style="list-style-type: none"> <li>• Tables</li> <li>• Timelines</li> <li>• Venn diagrams</li> <li>• Matrix charts</li> <li>• Flow charts</li> <li>• Pyramid diagrams</li> <li>• Mind maps</li> </ul>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>Dictionaries</b> Offer a variety of types of dictionaries</p>	<ul style="list-style-type: none"> <li>• Picture</li> <li>• Illustrated topic glossaries</li> <li>• Bilingual dictionaries if the pupil is confident in written first language</li> <li>• Common words in English usage (Literacy Strategy)</li> <li>• Pupils should be made to feel confident about using a dictionary within the classroom</li> </ul>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>Talk</b> Opportunities for talk should be planned</p>	<ul style="list-style-type: none"> <li>• A silent 'period' is often a stage of development in learning EAL and a pupil should not be forced to respond</li> <li>• It is normal for understanding to outstrip verbal output in the early stages.</li> <li>• Create activities for scaffolded talk</li> <li>• Use paired discussion, preferably in first language if possible, before commencing written work</li> </ul>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>Collaborative Activities</b> Plan for regular collaboration with peers</p>	<ul style="list-style-type: none"> <li>• Group tasks facilitate involvement, belonging and the need to experiment with language in order to complete a task</li> <li>• Language is modelled by peers</li> <li>• If pupils have been taught how to work collaboratively, the group creates a non-threatening environment for learning</li> </ul>

## Appendix 9 Continued...

## Strategies for Supporting Pupils with English as an Additional Language

1: highly effective use 2: some use 3: more use could be made	(tick as appropriate) <b>Strategy</b>	<b>Examples</b>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Use of first language</b> Encourage regular transfer between first language and English	<ul style="list-style-type: none"> <li>• Show that the pupil's first language is valued, fostering self-respect and motivation</li> <li>• Learn a few simple phrases, numbers, colours</li> <li>• Provide opportunities for pupils to work in same language groups and pairs</li> <li>• If pupils are literate in first language encourage them to continue reading and writing</li> <li>• Make bilingual books</li> <li>• Bilingual displays</li> <li>• Listen to bilingual taped stories</li> <li>• Read bilingual books</li> <li>• Use home and community languages in drama and role play</li> <li>• Ask parents, staff and community members to give bilingual support in the classroom</li> </ul>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Language awareness</b> Foster awareness and knowledge of language	<ul style="list-style-type: none"> <li>• Gain a simple understanding of the pupil's first language, simple phrases, basic script form and syntactical differences</li> <li>• Pupils should be asked to think about their 'language stories', of their experience of becoming bilingual</li> <li>• Teach pupils about the varieties of language within and between countries</li> <li>• Study the difference between written and spoken English, between different registers, codes and dialects of spoken English</li> <li>• Know appropriate use of English in different situations</li> <li>• Explain the use of synonyms, idioms, derivations and nuances in both English and first language</li> </ul>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Parental involvement</b> Develop parents' ability to support and reinforce the school's work from home and create an open dialogue for the school to become better informed about the pupil's development	<ul style="list-style-type: none"> <li>• Use interpreter or bilingual Language Assistant at meetings, especially the initial meeting</li> <li>• Visit pupil at home with an interpreter</li> <li>• Advise parents how to support their child's language development bilingually, for example, sharing picture books in first language</li> <li>• Give clear guidance about the British education system and the curriculum</li> </ul>

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