Supporting Pupils with English as an Additional Language in Derbyshire

This document sets out the support available from the Traveller and English as an Additional Language Service (TEALS) for children who are new to English. From 1st April 2012, this service is provided directly by Derbyshire County Council.

What kind of support can eligible pupils access?

- Nursery settings are entitled to 2 hours training for any child in statutory provision under the age of 5.
- Pupils between the ages of 5 – 16 years of age are eligible for 5 teaching assistant (TA) hours of support per week over a period of ten weeks. This is a one off, non-extendable allocation which aims to provide schools with strategies, guidance, resources and the confidence to support pupils in the long term.
- Pupils due to be entered for SATs or GCSE examinations are entitled to an additional 20 hours support.
- Interpreter/translation – the Authority is currently unable to fund interpreter or translation services. Sue Mills, however, holds a limited list of approved service providers.

How can pupils be referred for support?

Schools are asked to complete the referral form and initial language assessment forms. Forms are obtainable from the schools’ extranet or Sue Mills on the details below. Once completed, these forms should be returned to:

Sue Mills, Business Services Officer (EAL funding)
Room 324
Derbyshire County Council
County Hall
Matlock
DE4 3AG

Telephone: 01629 536453  Fax: 01629 580350
Email: sue.mills@derbyshire.gov.uk
What can be done to support pupils with EAL in the interim?

Schools might find the following websites useful.

<table>
<thead>
<tr>
<th>Website</th>
<th>URL</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Council</td>
<td><a href="http://www.britishcouncil.org/kids-flashcards.htm">www.britishcouncil.org/kids-flashcards.htm</a></td>
<td>Free printable flashcards and activities</td>
</tr>
<tr>
<td>Dingle Granby Toxteth (EAZ)</td>
<td><a href="http://www.primaryresources.co.uk/letters/">www.primaryresources.co.uk/letters/</a></td>
<td>Standard letters to schools translated into 30 languages.</td>
</tr>
<tr>
<td>Digital dialects</td>
<td><a href="http://www.digitaldialects.com">www.digitaldialects.com</a></td>
<td>The Digital Dialects website features free to use interactive games for learning languages. Language sections are updated regularly and new sections are under development.</td>
</tr>
<tr>
<td>NLN</td>
<td><a href="http://www.nln.ac.uk/">http://www.nln.ac.uk/</a></td>
<td>Resources available in English, Arabic, Bengali, Gujarati, Hindi, Punjabi, Somali, Sylheti, Turkish, Urdu, Cantonese</td>
</tr>
<tr>
<td>EAL Edinburgh</td>
<td><a href="http://www.ealedinburgh.org.uk/cms/surlang.php">http://www.ealedinburgh.org.uk/cms/surlang.php</a></td>
<td>Survival Language Vocabulary Sheets in Arabic, Bulgarian, Burmese, Chinese, Czech, French, German, Hindi, Hungarian, Italian, Japanese, Latvian, Malay, Nepali, Polish, Portuguese, Romanian, Russian, Tamil, Thai, Turkish, Urdu</td>
</tr>
<tr>
<td>EAL Edinburgh</td>
<td><a href="http://www.ealedinburgh.org.uk/cms/transparents.php">http://www.ealedinburgh.org.uk/cms/transparents.php</a></td>
<td>Translated letters for parents in a range of languages</td>
</tr>
<tr>
<td>Using English</td>
<td><a href="http://www.usingenglish.com/">http://www.usingenglish.com/</a></td>
<td>UsingEnglish.com provides a large collection of English as a Second Language (ESL) tools &amp; resources. Topics cover the spectrum of ESL, EFL, ESOL, and EAP subject areas. Activities are most appropriate for older, advanced learners who can work through the online tasks with support or independently.</td>
</tr>
<tr>
<td>Eduwight</td>
<td><a href="http://eduwight.iow.gov.uk/curriculum/external/english">http://eduwight.iow.gov.uk/curriculum/external/english</a> as an additional language/eal-dual.asp</td>
<td>Links to resources in a range of languages from Albanian to Yoruba</td>
</tr>
<tr>
<td>SEGFL</td>
<td><a href="http://newarrivals.segfl.org.uk/index.html">http://newarrivals.segfl.org.uk/index.html</a></td>
<td>Multilingual tool to support information gathering in 14 languages</td>
</tr>
<tr>
<td>Education.gov</td>
<td><a href="https://www.education.gov.uk/publications/eOrdering">https://www.education.gov.uk/publications/eOrdering</a> Download/newarrival_mangd_0004108.pdf</td>
<td>Guidance for senior leaders and managers for the inclusion of pupils with EAL needs</td>
</tr>
<tr>
<td>Little Learner</td>
<td><a href="http://www.littlelearner.eu">www.littlelearner.eu</a></td>
<td>Resources in Lithuanian, Polish and Romanian. Includes a useful interactive admissions programme in Polish.</td>
</tr>
</tbody>
</table>

Is there anything else schools can do?

Schools might wish to consider the following when working with pupils with English as an additional language:

The admissions meeting: The initial meeting with parents/carers is the time to obtain as much information as possible about the pupil due to be admitted. It is also a time for relationships to be established. Allow sufficient time before the first meeting to arrange for translations of key information or interpreter support. Parents/carers and pupils would benefit from receiving an induction pack containing key information about the school, key dates and key contacts.

The pupil’s first day: All staff (teaching and non-teaching) should be well informed about the background of the pupil and their needs before the first day of school. Teachers should prepare the rest of the class for the arrival of the new pupil and identify one or two
“buddies” to support the new arrival. It is also useful to consider displaying multilingual signs and visual timetables to support the newly arrived pupil.

**In the classroom:**
- Be aware that it will take time for newly arrived pupils to feel comfortable in their new environment. How long this takes depends on the personality of the pupil and their previous educational experiences. Be patient.
- Newly arrived pupils with EAL might experience a non-verbal phase. This is quite normal as they make sense of their new environment.
- Involve the pupil as much as practically possible in the classroom.
- Demonstrate instructions where possible.
- Promote a feeling of inclusion by planning for activities which do not require the use of English (for example, collaborative circle games, etc.)
- Learning new concepts through a new language is tiring. Build respite activities in to the daily routine where possible.

**Formal examinations**

Please refer to the following sites for up to date information on formal assessment for EAL pupils:

**EYFS:** www.qcda.gov.uk/eyfsp  
**KS1-KS2:** http://www.qcda.gov.uk/resources/publication.aspx?id=37c3685b-dfa7-4eba-abf7-2b3a14df79ec  
**GCSE / functional skills:**  
http://www.jcq.org.uk/attachments/published/538/22.%20AARASC%201011.pdf

Secondary schools might wish to consider entering pupils for formal examinations in their first language. Further information is available from the websites included below:

1. **EDEXCEL**
   - http://www.edexcel.com/quals/igcse/igcse09/Pages/default.aspx  
   - http://www.edexcel.com/quals/gcse/gcse-leg/Pages/default.aspx  
   - http://www.edexcel.com/quals/gce/gce08/Pages/default.aspx  
   - http://www.edexcel.com/iwantto/Pages/sa-languages.aspx
   **GCSE** - Arabic French Italian Modern Greek Spanish Chinese German Japanese Russian Urdu

2. **OCR**
   - www.ocr.org.uk/search/index.aspx?keyword=other+languages  
   **GCSE** - Dutch German Portuguese Turkish French Gujarati Spanish

3. **AQA**
   **GCSE** -Bengali German Italian Polish Urdu French Modern Hebrew Panjabi Spanish

4. **WJEC**
   - www.wjec.co.uk  
   **GCSE**-French Spanish German Welsh

Any other questions relating to the support for pupils with EAL needs?
Please contact Sharon Neak: sharon.neak@derbyshire.gov.uk or on 01629 535802

**EAL and SEN Guidance Document**

This brief document provides an overview for schools with concerns about pupils with EAL who have accessed language support, but who do not appear to be making progress.

**EAL or SEN? Is there a difference?**

A child must not be regarded as having a learning difficulty because the language or form of language of the home is different from the language in which he or she is or will be taught. Children have a learning difficulty if they:

a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

(*Revised Code of Practice (2001) p.6*)

**Action:**

Pupils with English as an additional Language may require targeted support, however this is not the same as targeted support for SEN and pupils with EAL needs should not be put on the SEN register unless a Special Educational Need has been identified and confirmed by assessments.

**Can EAL pupils be identified as having SEN?**

Yes. Approximately 20% of the total school population nationally is identified as requiring support for SEN. Clearly some of these pupils will also have English as an additional language.

![Graph showing relationships between EAL, students with special educational needs, and English only or first language students.]

**Action:**

1. Obtain as much information about the pupil as possible at the admissions meeting. This will help you to identify potential barriers the child may face with their learning. This information might include; the amount of formal educational experience the child has had; levels of literacy in home language; family expectations of behaviour and learning.

2. Carry out early, but appropriate assessment. All tests are culturally and linguistically biased which can create a false picture of a child’s cognitive abilities. Standard reading tests such as NFER are inappropriate for newly arrived pupils with EAL needs. Non-verbal tests such as Raven’s Matrices provide a useful
starting point and are preferable. Assessments in first language provide the most useful information, however this is not always possible.

**Are there any resources available to support with identification?**
Yes. When a child is new to the country, it will take a while for them to become used to their new surroundings and expectations. It is important then to give them time for this to take place as well as to provide opportunities for specialist EAL teachers and support staff to observe the child in the first few weeks of joining the school. If, following this period, concerns about rates of progress are raised it is important to consider the points below first:

**Action:**

1. **Key questions to consider:**
   - Is there effective liaison with parents?
   - Has the child accessed an induction and language support programme?
   - Is there a whole school languages policy that all teachers refer to when supporting bilingual pupils?
   - Do teachers use bilingual resources and EAL friendly strategies to support the child in class?
   - Would the child benefit from additional induction sessions?
   - Is a multicultural approach to teaching emphasised and valued by staff?

2. A set of filter questions are available online to support with identification. The questions relate to; 1. Lack of Response, 2. Problems with listening, 3. Lack of oral expression over a range of subjects, 4. Difficulty in progressing in areas of the curriculum other than English, 5. Slow or little progress with reading, 6. Difficulties with writing for a variety of purposes, 7. Difficulties with handwriting, 8. Behavioural, emotional or social difficulties

The full set of questions is available from: [http://www.devon.gov.uk/eals-filterquestionspdf.pdf](http://www.devon.gov.uk/eals-filterquestionspdf.pdf)

**References**

**Special Educational Needs Code of Practice**
DfES (Nov. 2001)
ISBN 1-84185-5294
Hall, Deryn (1995)

**Assessing the Needs of Bilingual Pupils**
David Fulton. London
ISBN 1-85346-332-9
Shaw, Susan (1995)

**Bilingual Pupils and Special Educational Needs - A Teacher's Guide to Appropriate Support and Referral**
Royal Borough of Kingston Upon Thames
National Association for Language Development in the Curriculum (NALDIC) website provides a comprehensive background on EAL in schools today.
[www.naldic.org.uk](http://www.naldic.org.uk)