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# EAL Pupils and Special Needs Guidelines for Support

# EAL PUPILS AND SPECIAL NEEDS GUIDELINES FOR SUPPORT

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Foreword by Professor Tony Cline, University of Luton

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**Compiled by** members of Hounslow Language Service and the Teaching Support Staff (2004).

**Edited by** Li Yen French (HLS) and Susan Taylor TSS(2004)

**Revised by** Dominique van Dooren (HLS SEN EAL Co-ordinator) 2009

**Contact:**

Hounslow Language Service Ltd  
Lampton School  
Lampton Avenue  
Hounslow TW3 4EP

**Tel. No.** 020 8538 1802

**Mobile:** 07891 618408

**Fax:** 0208 538 1803

**Email:** [rehana.ahmed@ealhls.org.uk](mailto:rehana.ahmed@ealhls.org.uk)

**Web:** [www.ealhls.org.uk](http://www.ealhls.org.uk)

It need not always be appropriate to choose between EAL and SEN support. Sometimes a complementary programme may be devised, drawing on joint expertise. Whilst some flexibility in provision may be expedient and useful, however, the underlying HLS/SEN brief should always be kept in mind.

We have included a list of questions to support discussion of needs of pupils who are causing concern and may be considered for School Action of the SEN Code of Practice (See Appendix C). Where the response to a question indicates 'yes', the needs of the child are not assumed to be the sole responsibility of language support staff but are a shared one and an opportunity for developing liaison and a whole school approach in partnership.

Over time, decisions would need to be reviewed and, possibly, alternative provision recommended. Some children, for example, may reveal other special educational needs as English is acquired. Also, children may have difficulties which overlap and interact and may seem inseparable. In really problematic cases, it may be useful to consult more experienced members of the Teams. When no progress is being made, a referral procedure may need to be started with the full participation of all the support teachers involved. Where a child is later identified as having special needs, his needs as a *bilingual* learner with SEN must always be borne in mind.

*'It may be necessary to specify language teaching or support that is designed to foster improved proficiency in English through methods appropriate to their special educational needs.'*

**Cline, T. 1995 : 14**

It is hoped that the identification of needs suggested here will, first and foremost, assist the school and class teacher in providing an appropriate learning environment within the classroom. (See Issues of Entitlement). It is not always possible to provide SEN or EAL help due to shortage of resources, but both Teams have Resource Centres, and offer materials for loan and advisory visits. In Hounslow, the Hounslow Language Service Bilingual Advisory Team can also arrange for bilingual visits in several languages to assist schools in assessing pupils' ability in mother tongue. (See Appendix A)

*'It appears crucial that ESL or language support teachers or others with expertise in this field should be consulted whenever a child who has a home language other than English presents as having apparent learning difficulties in school.'*

**Cline, T. 1995 : 8**



## ***Issues of Entitlement:***

### ***Race Equality, Cultural Diversity and Access to the Curriculum***

*'The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. It is necessary to consider the child within the context of their home, culture and community. Where there is uncertainty about an individual child, schools should make full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.'*

**(Special Educational Needs - Code of Practice 2001:46)**

*'Where an assessment of a pupil's English suggests that he or she may have an underlying difficulty with language, it is vital to cross-check with specialist bilingual teachers and teachers of pupils with special needs.'*

**(A Language in Common: Assessing English as an Additional Language 2000:9)**

Hounslow Language Service aims to provide equality of opportunity and access to the curriculum for bilingual pupils, in partnership with schools. It encourages and supports schools in their efforts to initiate, develop and evaluate policies and practices within an overall framework that affirms cultural diversity and ensures race equality. In selecting and providing appropriate support for pupils, it is paramount that the issues raised below serve as a framework in order to ensure that the bilingual child reaches his/her full learning potential.

### **Inclusion: Providing effective learning opportunities for all pupils**

There are three principles which are essential to developing a more inclusive curriculum:

#### **a) Setting suitable learning challenges**

*'the school development plans take account of the needs and skills of EAL learners and set targets for these pupils which are challenging and attainable...'*

**(A Language in Common 2000:5)**

*'This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve...take account of gaps in pupils' learning resulting from missed or interrupted schooling (for example, that may be experienced by...refugees...'* **(The National Curriculum 1999:30)**

#### **b) Responding to Diverse Needs - Cultural Diversity and Racial Equality**

*'When planning teachers should...provide opportunities for all pupils including... pupils from all social and cultural backgrounds... of different ethnic groups including...refugees and asylum seekers, and those from diverse linguistic background...building on pupils' experience of language at home and in the wider community, so that their developing uses of English and other languages support one another.'* **(The National Curriculum 1999:31,37)**

## First language in Literacy: Key Principles

*First language gives access to the curriculum for learners of English.*

*What is learned in one language is easily transferred into a second language.*

*Supporting first language enhances children's cognitive and language development.*

*Time spent on first language does not damage the development of proficiency in English.*

*There is a positive effect on learners' identity, self concept and self esteem, increasing their chances of successful learning.*

*Bilingual approaches enhance the metalinguistic awareness of all children in class.'*

**(NLS-Supporting Pupils Learning EAL 2002: Module 6 Slide 5)**

A safe, supportive school environment which does not tolerate racism is crucial for bilingual children to learn effectively. This is especially important for refugee children who are likely to have suffered trauma.

*'A clear vision of the contribution of home languages shared by the community of school staff, management, governors, parents and pupils should lead to an enhancement in self esteem, motivation and achievement for all learners.'*

**(NLS-Supporting Pupils Learning English as An Additional Language 2002:77)**

Overcoming potential barriers to learning and assessment for individuals and groups of pupils

*'Teachers make sure pupils have access to the curriculum and to assessment through...dictionaries and translators...using home or first language, where appropriate.'* **(The National Curriculum 1999:37)**

Differentiation of resources and activities is crucial if bilingual children are to have access to the curriculum in order that they may achieve and reach their full learning potential. Differentiation may be in terms of tasks set for or outcomes expected from pupils. In both cases, differentiation should mean that the curriculum on offer is both appropriate and challenging for all pupils. The Cummins Framework provides a way of thinking about the learning needs of different groups of pupils so that they can operate more autonomously in the classroom (*see examples of Cummins' Framework below*).

**Research has shown that it can take five to seven years to acquire competence in the academic language of school.** This has further implications for the type of tasks we set and the type of outcomes we expect from pupils, depending on whether their needs are EAL or special needs.

*'Resources - selecting texts carefully with regard to the text layout, contents, context and language structures, and considering the inclusion of the use of artefacts, story sacks and other visual support to aid understanding and response.* **(NLS Supporting Pupils Learning EAL 2002:Module 4 Handout 1)**

*'understanding the importance of knowing about all the pupils' languages, culture and educational experience in order to ensure full inclusion and engagement'*

**(NLS-Supporting Pupils Learning EAL 2002: Module 2/Slide 3)**



For further information contact Rehana  
Ahmed:  
Lampton School  
Lampton Avenue  
Hounslow TW3 4EP

Tel: 0208 538 1802

Fax: 0208 538 1803

E-mail: [rehana.ahmed@ealhls.org.uk](mailto:rehana.ahmed@ealhls.org.uk)

Website: [www.ealhls.org.uk](http://www.ealhls.org.uk)

If you would like more information, please contact us.

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Se precisar de mais informações, contacte-nos.

若你需要更多資料，請與我們聯絡。

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*Nëse dëshironi më shumë informata, ju lutemi kontaktoni qendrën tonë.*

Haddi aad faahfaahin u baahantay fadlan nala soo xidhiidh.