

Sefton Special Educational Needs and Disability (SEND)

Our Approach
Assess, Plan, Do Review



Sefton EAL Service – Graduated Approach

A Provision Grid for Communication and Interaction

The Department for Education, the Teachers’ Standards and Ofsted expect that all learners, including those with English as an Additional Language, are provided with instruction that allows them to develop knowledge and skills across the curriculum. This may require teachers to adapt teaching if necessary. All subject teachers are required to support learners using EAL across the curriculum as well as teach English language to all learners more broadly. [The Bell Foundation](#)

Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects. The National Curriculum in England (December 2014)

All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. National Curriculum in England: English Programmes of Study (July 2014)

...it is vital for pupils’ comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language. The National Curriculum in England: Key Stage 1 and 2 Framework Document (September 2013)

A teacher must: have a clear understanding of the needs of all pupils, including those [...] with English as an additional language [...] and be able to use and evaluate distinctive teaching approaches to engage and support them. Teachers’ Standards (June 2013)

Whole School Systems	
<ul style="list-style-type: none"> • Quality First Teaching meets the needs of all CYP • Appoints an EAL Lead practitioner with sufficient time to implement EAL/ language policy • Inclusive ethos that supports learning and wellbeing of all CYP • ‘Team around the child’ approach e.g., consistent language, approaches/ strategies • Positive relationships with staff and learners within school • Early identification of need • Flexible groupings including same-language peers (where possible) and good English language role models • EAL-friendly classroom strategies • Learner and parent/carer voices are valued and used to inform provision that is regularly reviewed • High expectations and positive growth mindset 	<ul style="list-style-type: none"> • A consistent whole school approach to supporting language development and social inclusion. • Programme of CPD to ensure that staff are trained in pedagogy such as: <ul style="list-style-type: none"> ○ Supporting EAL learners in the primary classroom ○ Supporting EAL learners who are refugees or seeking asylum ○ Welcoming new EAL arrivals ○ EAL or SEND or both? ○ EAL – A whole school approach

	Assess (Pupil Needs)	Plan & Do (Strategies & Interventions)	Plan & Do (Resources)	Review (progress indicator)
Universal Classroom Offer	<p>The following information should be sought, recorded and shared with the relevant staff:</p> <ul style="list-style-type: none"> The learner's English language background Previous education Language and literacy practices Family circumstances Religious and cultural considerations Home language assessment <p>See How do I assess an EAL learner? for more details.</p> <p>Initial English language assessment (after the first three weeks, approx.)</p> <ul style="list-style-type: none"> 1:1 (speaking, listening, reading and writing tasks). Use EAL referral form to request initial assessment and return to: kate.gibson@sefton.gov.uk Initial language strategies shared with all relevant staff. <p>Learner English Language Plan</p> <ul style="list-style-type: none"> Use EAL Assessment Framework (e.g. The Bell Foundation, NASSEA) to gauge language level in English. Intervention plan including language targets 	<p>Adaptations:</p> <p>Planning and teaching with colleagues in order to develop expertise in meeting the language and learning needs of bilingual/multilingual learners including developing colleagues' knowledge and ability to:</p> <ul style="list-style-type: none"> Identify language demands and language development opportunities in planning. Ensure learning builds on learners' previous experience. Use Multilingual strategies Use a range of strategies for Scaffolding language and learning Ensure appropriate cognitive challenge. Use visuals (pictures, objects etc.) to help EAL learners connect meaning to language. Bilingual staff are deployed to use their linguistic skills. Staff are directly engaged in developing speech and language skills of EAL learners. Learners' linguistic and cultural experience is used to support learning and aid motivation. All learners can access the lesson at their level. All learners have access to activities that develop their thinking skills and creativity at all levels of English language acquisition. There is flexible use of groupings for teaching and learning. 	<p>Resources:</p> <ul style="list-style-type: none"> A range of Visual support including: <ul style="list-style-type: none"> Communication fans Visual timetables Flashcards Graphic organisers Word mats Realia and manipulatives Speaking and writing frames Substitution tables Bilingual dictionaries Bilingual glossaries (contact kate.gibson@sefton.gov.uk for examples in various languages) Subject glossaries Translation apps/tools (e.g. Google Translate, Google Lens, Immersive Reader) PowerPoint translated subtitles for learners who are literate in their first/ home language(s) Ready made EAL resources from The Bell Foundation Storyweaver – translated stories (many supporting the teaching of maths and science concepts) Unite for Literacy - National Geographic readers with audio in many languages Global Storybooks - a free multilingual literacy resource for learners of all ages Lost Wor(l)ds - embedding multilingualism in formal education systems, through a focus on nature and sustainability 	<p>Quantitative and qualitative data to evidence progress against agreed prior targets/outcomes.</p> <p>Quantitative - attainment and progress data. Keep in mind that standardised tests are aimed at learners for whom English is a first language. They may contain linguistic and cultural references which are unfamiliar to EAL learners who are then likely to underperform, which can lead to lowered expectations. It is advisable, therefore, to use a <i>variety</i> of assessment methods.</p> <p>Qualitative - using observation, staff/learner/ parent views, pre- and post-data to evidence:</p> <ul style="list-style-type: none"> Feelings of safety, security and inclusion Participation, motivation and engagement in learning Retention of key concepts and skills Growing independence Confidence and self-esteem

			<ul style="list-style-type: none"> • World Stories Library – stories from around the world in different languages (many with sound recordings) 	<ul style="list-style-type: none"> • Positive response from learner and parent/carer voice <p>Continue to use EAL assessment framework to gauge progress and set targets.</p>
		Whole school approaches: <ul style="list-style-type: none"> • EAL learners and their families are acknowledged, consulted, included and active participants in the school community. • All teachers are aware of the learning needs of the EAL cohort. EAL pedagogy is evident in classroom programs, planning, teaching and assessment practices. 	Whole school approaches: <ul style="list-style-type: none"> • First language mentors – staff and/or peers, e.g Hants Young Interpreter Scheme • Contact kate.gibson@sefton.gov.uk for advice and training. 	
		Environment: <ul style="list-style-type: none"> • Celebrate language diversity • Promote an inclusive environment 	Environment: <ul style="list-style-type: none"> • Reading materials in the school and class library include positive role models, reflect and value diversity, include fiction as well as non-fiction from a range of cultures (local and global). • Reading material includes dual language books. • Teaching resources reflect diversity. • Resources are easily accessible for all, including early stage EAL learners. 	

		Parental Support: <ul style="list-style-type: none"> • Coffee mornings for EAL parents/carers • EAL parents' evenings • School governor(s) from families who speak English as an additional language 	Parental Support: <ul style="list-style-type: none"> • Translated information about UK education system and school - contact kate.gibson@sefton.gov.uk • Translated standard letters - contact kate.gibson@sefton.gov.uk • Translatable school webpages 	
	Assess (Pupil Needs)	Plan & Do (Strategies & Interventions)	Plan & Do (Resources)	Review (progress indicator)
Targeted Support (Adapted from The Bell Foundation's Classroom Guidance and Support Strategies with Intervention Groups, Primary Version, 2024)	Targeted support is appropriate for: <ul style="list-style-type: none"> • Recent arrivals – to help their acclimatisation to a new school • Learners who are new to English or early stage learners of the language • Learners who need to learn phonics and to use the Roman script 	Induction (Not necessary for EYFS) <ul style="list-style-type: none"> • Orientation activities • Teaching “survival English” • Where appropriate, providing tuition on using computers and, for older learners, demonstrating translation apps and software - Using ICT • Rehearsing key classroom routines and familiarisation with school expectations around behaviour • Introductions to extracurricular provisions and activities 	Induction <ul style="list-style-type: none"> • Picture dictionaries • Technology • Sympathetic and welcoming buddies 	Continue to use EAL assessment framework to gauge progress and set targets.
		Buddies/peer mentoring/Young Interpreters (not necessary for EYFS) Buddies can: <ul style="list-style-type: none"> • Show a pupil around school • Be with them at break and lunchtimes • Introduce them to clubs and activities • Help interpret instructions for them in lessons (NOT lesson content) 	Buddies/peer mentoring/Young Interpreters <ul style="list-style-type: none"> • Buddy booklet or ticksheet • Young Interpreter Scheme • Recognition of buddies for their role and support 	
		Pre-teaching sessions Prepare learners for very specific content in upcoming classes. They can take place before school, at the very start of a lesson,	Pre-teaching sessions <ul style="list-style-type: none"> • Images • Videos • Demonstrations • Translations to demonstrate meaning 	

		or at the end of school in preparation for the next day.	<ul style="list-style-type: none"> • Visual word mats specific to topics • The translation facility on Google sheets to provide translated subject specific vocabulary lists (this is good for older primary learners who have age-appropriate literacy skills in their home language) • Lists of topic-specific phrases to listen out for and tick off during teacher-led content 	
		Phonics/handwriting targeted support (Not usually necessary for EYFS as EAL learners will be exposed to phonics instruction alongside their peers.)	Phonics/handwriting targeted support <ul style="list-style-type: none"> • Visuals (such as gestures and images) • Translation software to ensure understanding of content • Age-appropriate alphabet/initial sounds and blends mat 	
		English-language intervention lessons (Not necessary for EYFS)	English-language intervention lessons <ul style="list-style-type: none"> • Labelling activities • Matching activities • Sorting activities • Spotting activities • Sequencing activities • Scaffolded versions of writing tasks, such as information gap activities and sentence starters/stems 	
			<u>Further Resources</u> <ul style="list-style-type: none"> • The Bell Foundation's Classroom Guidance and Strategies to Support EAL Learners • The Bell Foundation's EAL Assessment Framework for Schools • Using The Bell Foundation's Classroom Guidance and Support Strategies with Intervention Groups, Primary Version 	