Sefton Special Educational Needs and Disability (SEND)

Our Approach
Assess, Plan, Do Review

Sefton Council

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)

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	

• **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
	• 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:
	    o Supporting EAL learners in the secondary classroom
	    o Supporting EAL learners who are refugees or seeking asylum
	    o Welcoming new EAL arrivals
	    o EAL or SEND or both?
	    o EAL – A whole school approach

	Assess (Pupil Needs)	Plan & Do (Strategies & Interventions)	Plan & Do (Resources)	Review (progress indicator)

Universal Classroom Offer	The following information should be sought, recorded and shared with the relevant staff:
	• The learner's English language background
	• Previous education
	• Language and literacy practices
	• Family circumstances
	• Religious and cultural considerations
	• Home language assessment
	
	See How do I assess an EAL learner? for more details.
	
	Initial English language assessment (after the first three weeks, approx.)
	• 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.
	
	Learner English Language Plan
	• Use EAL Assessment Framework (e.g. The Bell Foundation, NASSEA) to gauge language level in English.
	• Intervention plan including language targets
		Learning:
		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:
		• 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.
		• Learners are placed in groups according to cognitive ability rather than proficiency in English.
		• All learners can access the lesson at their level.
		• All learners have access to activities that develop their thinking skills and
			Learning:
			• A range of Visual support including:
			  o Visual timetables suitable for older learners
			  o Flashcards
			  o Graphic organisers
			  o Realia and manipulatives
			  o Labelling of resources using images and photographs/first languages
			
			• Bilingual dictionaries
			• Speaking and writing frames
			• Substitution tables
			• Cambridge Online Dictionary for English language learners, with translations in over 30 languages
			• Bilingual glossaries (contact kate.gibson@sefton.gov.uk)
			• Subject glossaries
			• Translation apps/tools (e.g. Google Translate, Google Lens, Immersive Reader)
			• PowerPoint translated subtitles
			• Key literacy texts translated into various languages (contact Kate Gibson)
			• Simplified versions of key literacy texts
			• Ready made EAL resources from The Bell Foundation
			• Ready made teaching materials from the Collaborative Learning Project
			• English Language Support Programme Over 10,000 pages of activities in PDF format linked to curricular subjects and examinations (based on Irish secondary education system)
				Quantitative and qualitative data to evidence progress against agreed prior targets/outcomes.
				
				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 *variety* of assessment methods.
				
				Qualitative - using observation, staff/learner/parent views, pre- and post-data to evidence:
				• Feelings of safety, security and inclusion
				• Participation, motivation and engagement in learning
				• Retention of key concepts and skills
				• Growing independence
				• Application of new skills to unfamiliar contexts

		creativity at all levels of English language acquisition. **Whole school approaches:** • 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.	• [A free tool to help learners improve their writing in English](#) • [Educational videos featuring translated subtitles](#) **Whole school approaches:** • First language mentors – staff and/or peers, e.g [Hants Young Interpreter Scheme](#) • Contact kate.gibson@sefton.gov.uk for advice and training.	• Confidence and self-esteem • Positive response from learner and parent/carer voice
		Environment: • [Celebrate language diversity](#) • [Promote an inclusive environment](#)	**Environment:** • Reading materials in classrooms and the 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: • Coffee mornings for EAL parents/carers • EAL parents' evenings • School governor(s) from families who speak English as an additional language	**Parental Support:** • 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, Secondary Version, 2024)	Targeted support is appropriate for: • Less confident new arrivals, particularly those with disrupted or limited • previous experience of education • 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 • Learners at KS4 with a reduced/adapted curriculum	**Induction** • Teaching "survival English" for absolute beginners in English and those who have no or very little previous schooling • Where appropriate, providing tuition on using computers and 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** • Suitable translation tools • Adapt knowledge organisers and booklets to facilitate ease of use and scaffold learning • Sypathetic and (where possible) same-language peers the learner can spend time with at break and lunchtime	Continue to use EAL assessment framework to gauge progress and set targets.
		Buddies/peer mentoring/Young Interpreters Buddies can: • 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) • Provide good models of spoken English and/or reading and writing in English during lessons	**Buddies/peer mentoring/Young Interpreters** • Young Interpreter Scheme • Recognition of buddies for their role and support	

		Pre-teaching sessions	**Pre-teaching sessions**	
		To learn some subject-specific English vocabulary and structures – for example, for an upcoming lesson or module of curriculum work – in order to have a greater chance of accessing the curriculum	• Images • Videos • Demonstrations • Translations to demonstrate meaning • Visual word mats specific to topics • The translation facility on Google sheets to provide translated subject specific vocabulary lists • Lists of key, subject-specific vocabulary to look out for while listening, reading, or watching a video clip in the lesson • List of topic-specific phrases to listen out for and tick off during teacher-led content • Bilingual word lists	
		Reading and writing using the Roman script	**Reading and writing using the Roman script** • Visuals (such as gestures and images) • Translation software to ensure understanding of content • Examples based on curriculum content • Age-appropriate alphabet/initial sounds and blends mat using curriculum-based vocabulary as examples	
		English-language intervention lessons Sessions should be planned to familiarise learners with key vocabulary and grammatical structures that are relevant to the curriculum lessons for their year group. The new language taught in these lessons needs to be contextualised using examples and scenarios from curricular subjects.	**English-language intervention lessons** • Labelling actvities • Matching activities • Sorting activities • Sequencing activities • Information gap activities • Gap filling • Sentence stems/starters • Simple speaking and listening frames • Substitution tables	

		To cover the content of first-language GCSEs or alternative qualifications – for example *iGCSE English as a second language, AQA Step up to English,* or *AQA Unit Award Scheme* – as part of a tailored offer for KS4		
			Further Resources - 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, Secondary Version	

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