



A PROCESS TO DISTINGUISH A SPECIAL EDUCATIONAL NEED IN NEWLY ARRIVED LEARNERS WHO USE ENGLISH AS AN ADDITIONAL LANGUAGE

Coventry Ethnic Minority Achievement Service

Process for schools in supporting Newly Arrived EAL learners who may have additional learning needs

A Process to Distinguish a special educational need for newly arrived learners who use English as an additional language (EAL)

STEP 1: School setting to gather essential background information and audit EAL teaching provision. Collect evidence by...

- ☐ Meeting with parents with interpreter to explore family background, languages and context, e.g. family dynamics/reasons for move/ previous education and languages used/disruption (add link to EMAS language background form)
- ☐ Ensuring Medical checks e.g. sight/hearing tests have been carried out.
- ☐ English proficiency tracked over time e.g. the Bell Foundation – [English Proficiency tracker](#) And/or [EMAS EYFS tracker](#)
- ☐ Observations of social interactions (in the playground)
- ☐ Conversations between SENCO, class teacher and parents regarding pupil needs and additional strategies already in place.
- ☐ Attendance
- ☐ Staff confidence questionnaire
- ☐ [Self-assessment of EAL provision in school.](#)
- ☐ Planning for language development objectives within curriculum lessons.

STEP 2: Consider a [referral to EMAS](#) for advice on supporting newly arrived EAL learners who may have additional needs– cost and details available through the service contact:

EMAS can support schools with:

- ☐ Advice and support for appropriate EAL teaching strategies and resources for the classroom.
- ☐ Set up Individual Language Plans (ILP) with language targets to be shared with parents.
- ☐ A home language analysis can be provided alongside support strategies to inform provision and next steps for children in EYFS and KS1. This provides guidance on a pupil's abilities and language proficiency in home language as well as valuable evidence of potential additional needs.
- ☐ Training on a range of [EAL interventions](#) e.g. Paired reading/ Talking Partners
- ☐ In-class observations of pupil engagement and access to the curriculum.
- ☐ Planning for language development objectives within curriculum lessons.
- ☐ Optional and chargeable Cognitive Assessments for Multilingual Young Learners (CAML-YL) for KS2+
- ☐ Bilingual support for liaising with parents.
- ☐ EMAS SEN-EAL report with recommendations for continued EAL support and/or referrals to team in the Coventry SEND Support Services.

STEP 3: Analysis of evidence by EAL lead and SENCO

STEP 4: Continue EMAS support and/or SENCO to raise pupil with relevant SEN services (SEMHL, EP, CCT and SEN EY) at planning meeting.

SENCo to share all relevant EMAS reports and documents with relevant SEN services

Note: consider appropriateness of standardised assessments, giving standardised scores and including EAL friendly strategies in any written report.

Process for schools in supporting Newly Arrived EAL learners who may have additional learning needs

English as an additional language (EAL) needs should not be confused with Special educational needs (SEN) however some EAL learners who use EAL may have additional educational needs. Specific learning needs can be difficult to distinguish in newly arrived EAL learners (**learners who are new to English and are in the first two years of learning English**). This process has been mapped out to support staff working with such EAL learners who they suspect may have additional educational needs.

Step 1: Once schools/settings have a query, it is essential to check basic information is known and has been collated. The forms contained in this pack provide support for collecting information detailed in Step 1 on the flowchart and SEN services will request this information.

Step 2: For further consultation and support to continue the process, **please complete SEN-EAL application together with parents/carers and contact Coventry EMAS:**

EMAS General Enquiries
Address: PO Box 15
Council House
Earl street
Coventry City Council CV1 5RR

Telephone: 024 76 97 5491
Email: admin.emas@coventry.gov.uk

EMAS Teacher Enquiries
Address: PO Box 15
Council House
Earl street
Coventry City Council CV1 5RR

Telephone: 024 76 97 5491
Email: emasteachers@coventry.gov.uk

For more advanced EAL learners (those who have been in the UK for longer than 2 years) who may have additional learning needs, EMAS will work in collaboration with SEND services to help distinguish between SEN and EAL needs.