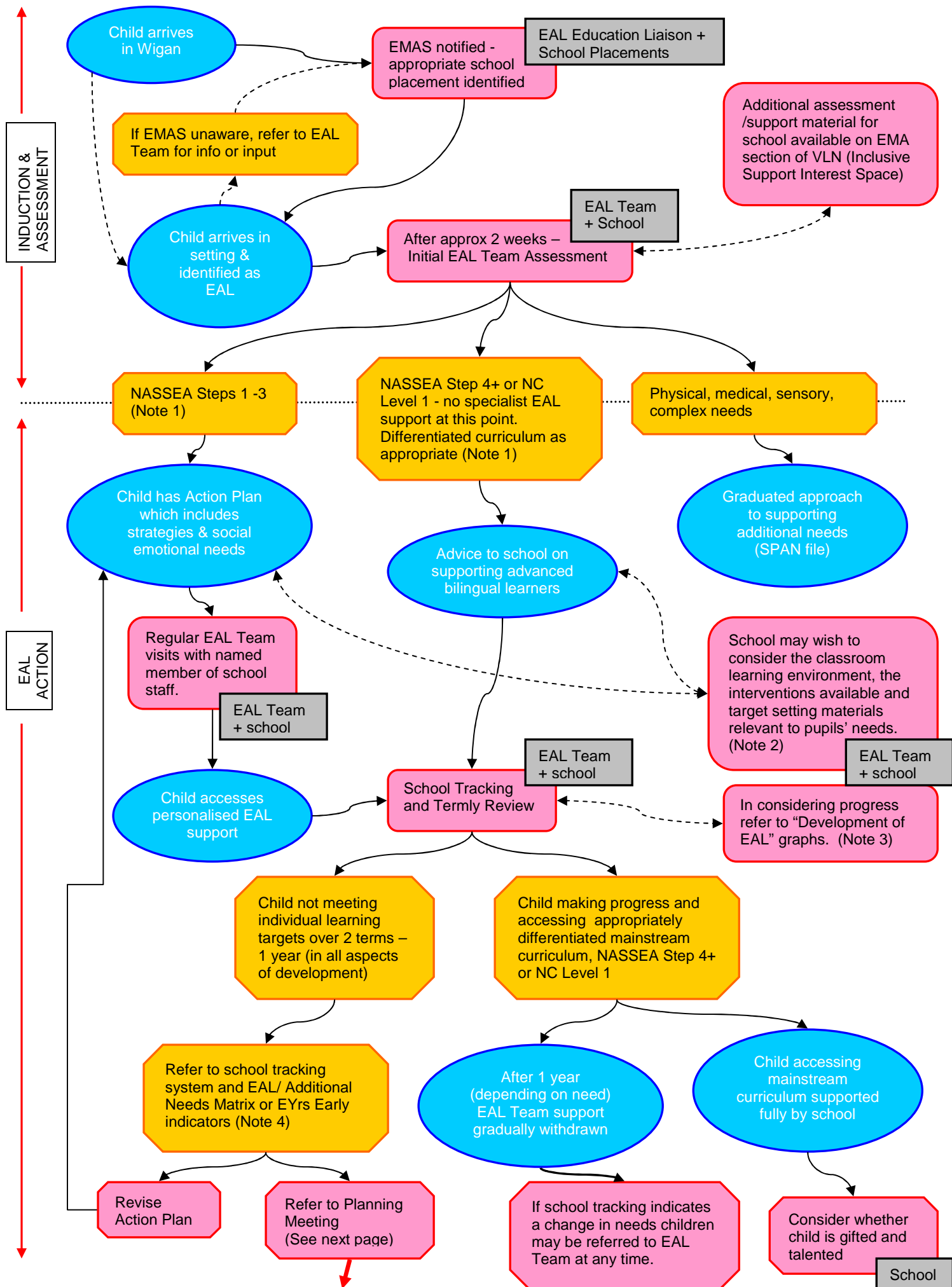
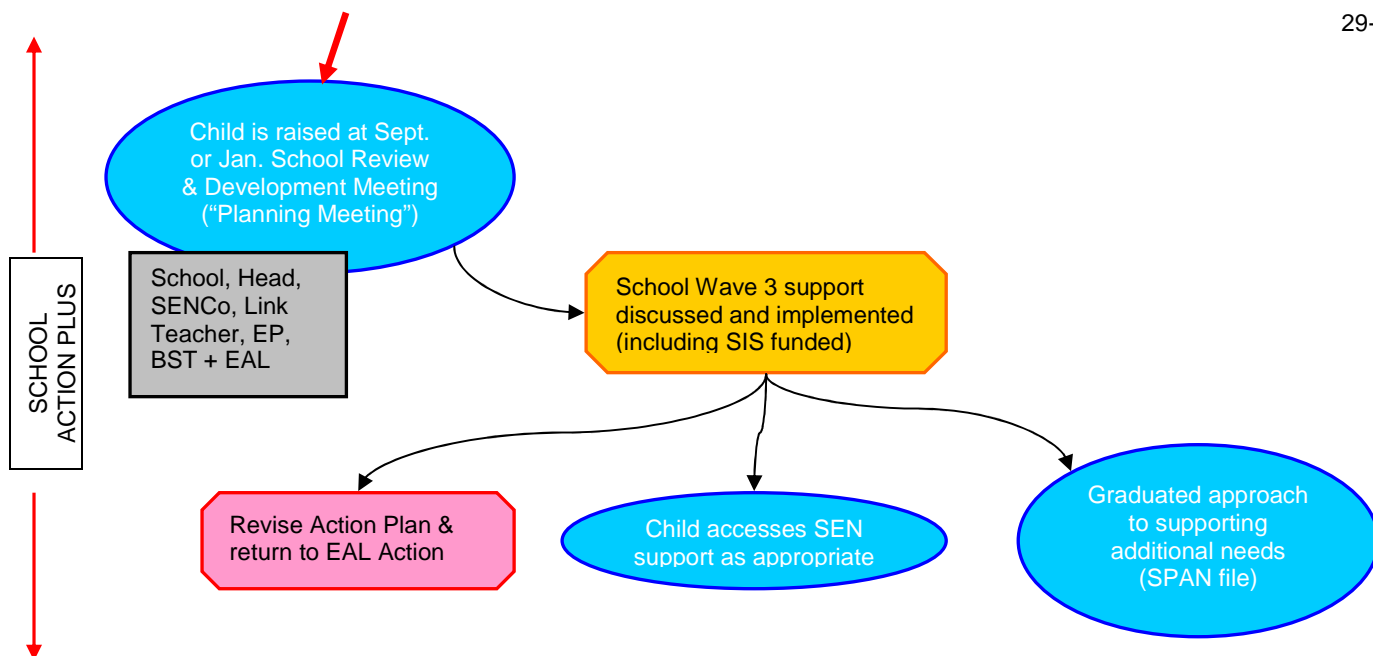


EAL / ADDITIONAL NEEDS – Y1 to Y11





NOTES

If you would like to discuss this process with someone or need some advice please contact the EMAS EAL Team on 01942 404075

Note 1 – NASSEA Steps are an observational assessment of children’s language skills. They are an extended version of “A Language in Common” the DCSF EAL Language Skills assessment. They are available from the EMAS EAL Team.

Note 2 – A range of information and materials are available from the EMAS EAL Team. Tameside Target Setting materials help teaching staff to develop learning targets based on the NASSEA Steps assessment. Information on possible interventions and resources is available together with a “Factors to Consider” checklist for the learning environment. These will all be available on the VLN via the Inclusive Education Interest Space.

Note 3 – The “Development of EAL” graphs are taken from “Distinguishing the Difference: SEN or EAL?” and provide a guide to expected progress in English based on the time the pupil has been in the country.
 (“Distinguishing the Difference SEN or EAL?” by Susan Rosamund, Imtiaz Bhatti, Marion Sharieff & Karen Wilson. Pub. Birmingham Advisory & Support Service, 2003, ISBN 1-898244-72-3. Available from: Birmingham Advisory & Support Service, Balden Road, Harborne, Birmingham B32 2EH)

Note 4 – “EAL/ Additional Needs Language or Learning Indicators” or “EYrs Early Indicators” identify potential signs of a child’s additional needs. They are both available from the EMAS EAL Team. At this stage it is important to review all aspects of the pupil’s learning experience: conditions for learning, individual needs and individualised programmes.

KEY

