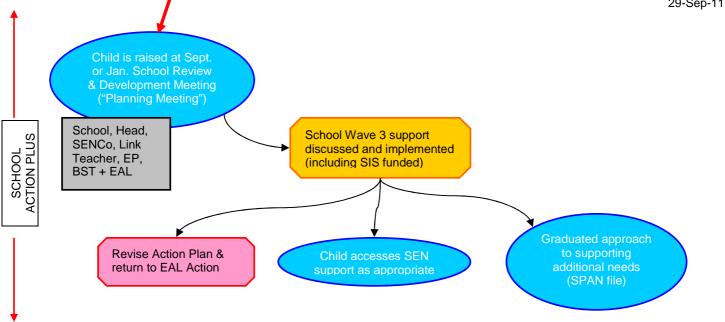
EAL / ADDITIONAL NEEDS - Y1 to Y11 Child arrives in Wigan EAL Education Liaison + EMAS notified -**School Placements** appropriate school placement identified Additional assessment /support material for If EMAS unaware, refer to EAL school available on EMA INDUCTION & ASSESSMENT Team for info or input section of VLN (Inclusive Support Interest Space) **EAL Team** + School Child arrives in After approx 2 weeks setting & Initial EAL Team Assessment identified as NASSEA Step 4+ or NC Physical, medical, sensory, NASSEA Steps 1 -3 Level 1 - no specialist EAL complex needs (Note 1) support at this point. Differentiated curriculum as appropriate (Note 1) Child has Action Plan Graduated approach to supporting additional needs strategies & social emotional needs (SPAN file) Advice to school on supporting advanced bilingual learners Regular EAL Team School may wish to EAL ACTION visits with named consider the classroom member of school learning environment, the staff. interventions available and **EAL Team** target setting materials + school relevant to pupils' needs. (Note 2) **EAL Team EAL Team** + school + school School Tracking Child accesses and Termly Review In considering progress personalised EAL refer to "Development of EAL" graphs. (Note 3) Child not meeting Child making progress and individual learning accessing appropriately targets over 2 terms differentiated mainstream 1 year (in all aspects curriculum, NASSEA Step 4+ or NC Level 1 of development) Child accessing Refer to school tracking After 1 year system and EAL/ Additional (depending on need) curriculum supported Needs Matrix or EYrs Early **EAL Team support** fully by school indicators (Note 4) gradually withdrawn Revise Refer to Planning If school tracking indicates Action Plan Consider whether Meeting a change in needs children child is gifted and (See next page) may be referred to EAL talented Team at any time. School



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

