

English as an Additional Language or Additional Needs? ~ Indicators Discussion Guide

Emotional & Behavioural Difficulties	Slow Work Rate	Weakness in English Language Development	Weakness in Phonological Skills	Very Low Baseline Assessment
Are there some contexts where the behaviour is not occurring?	Is school ethos welcoming and accommodating?	Are listening and speaking tasks context embedded?	Are written/oral tasks differentiated in line with pupil's English level?	Are there differences in cultural expectations regarding independence in learning?
Is pupil free from subjection to racist behaviour?	Is pupil receiving appropriate language support?	Have transfer errors between English and L1 been considered?	Are reading and writing tasks context embedded?	Does evidence of L1 development from nursery seem satisfactory?
Is the pupil free from 'cultural shock' following arrival in UK?	Are resources culturally appropriate?	Have parents/carers been included in strategies for supporting the pupil's language development in L1 and L2?	Are reading materials culturally appropriate?	Has the assessment taken account of information from parents on L1 development in the home?
Is pupil able to use language to express feelings?	Is teaching style culturally familiar?	Is L1 development in line with similar EAL pupils? - see <i>graphs from 'Distinguishing the difference'</i>	Is pupil receiving appropriate language support?	Has the assessment taken place in the child's preferred language?
Are there conflicts of cultural identity?	Is self esteem in line with peers?	Is pupil's language acquisition similar to the EAL group or siblings?	Can pupil and read write in L1?	Has the assessment used culturally appropriate materials?
Is pupil's home background settled?	Are relationships with teachers and peers good?	Has cognitive testing produced low results?	Has phonological assessment using English phonemes produced low result compared with other EAL learners (who have been learning English for similar length of time)?	Has the difference between the norm representing the starting point for native English speakers and that of EAL pupils been taken into account?
Does the pupil feel happy at school?	Has child had enough time to acquire English?			Has cognitive testing using non-verbal reasoning, produced a low result?
Has the pupil made friends in school?	Is pupil's home background settled?	<u>Notes/next steps</u>		
Do all staff and pupils value and respect the pupil's language and cultural heritage?	Is pupil free from subjection to racist behaviour?			
	Have appropriate cognitive and non-verbal tests produced low results?			
	Does bilingual support make little impact on performance?			

Poor ability in L1, or L1 not developing	Inability to acquire basic number concepts or difficulty in developing mathematical concepts	Parental concern over lack of progress in school	Pupil has difficulty with subjects which are less language dependent e.g. Art, P.E. and Drama	The pupil is taking longer to use English than expected
Has the L1 been correctly assessed by a competent native speaker inline with a standard assessment?	Does the bilingual support have little or no impact on pupil performance?	Are targets set that are Specific, Measurable, Achievable, Relevant and Timed and with high expectations for EAL learners?	Are tasks and activities appropriate to cultural customs of the pupil?	Is there any basic proficiency in either language and has either language had adequate opportunity to develop?
Is there sufficient opportunity to use L1 as an integral part of learning in the classroom?	Does the pupil understand the English being used to explain the concepts?	Has the school kept the parents fully informed of the pupil's progress?	Are there opportunities for the pupil to work in groups and access peer support?	Does the pupil have adequate opportunities to work with good linguistic role models?
Is the pupil's L1 and culture valued in the school and classroom?	Are materials used culturally appropriate?	Are the parents concerned about the pupil's behaviour and progress at home?	Does the pupil have good relations with the teacher and peers?	Is the teaching style appropriate to the learning and linguistic needs of the pupil?
Do bilingual staff speak the same dialect as the pupil?	Are number systems in the pupil's culture similar to the ones used in England?	Are parental expectations realistic?	Does progress fail to improve with bilingual support?	Does the pupil have opportunity to socialise with peers outside the classroom?
Has bilingual support been consistent in amount and type of delivery?	Is the teaching 'context embedded' or very abstract?	Has school shared the trajectory of pupil's progress matched onto the 'Distinguishing the difference' graph? (taking into account Cummins' research).	Has the pupil missed or had disrupted schooling?	Does performance fail to improve despite bilingual support?
Does the pupil have chance to practice L1 with family and peers outside school?	Has the teaching and learning of Maths taken place wholly in English?		Does the cultural background or previous schooling value and teach these subjects?	Has the pupil been in England a long time or had previous schooling in this country?
Does the pupil listen to and respond normally to adults or peers speaking the L1?	Has the pupil missed or had disrupted schooling?		Is there a cultural bias against these subjects in the pupil background?	Has the 'silent period' been considered?
Has the pupil's hearing been checked?	Are there opportunities to discuss concepts in L1 at home and at school?			Has the difference between the L1 and English been considered? (transfer errors/sounds/grammar)
Notes/next steps				Is the pupil's L1 development in line with age?
				Does the pupil seem happy in school?
				Has the pupil's hearing and/or sight been tested?