

SEND Teaching Support Team English as an Additional Language

SEN / EAL Filter Questions

These filter questions can be used to give an indication of whether a pupil with English as an additional language (EAL) may also have Special Educational Needs (SEN). For more information on SEN / EAL please contact the Specialist advisory Teacher for E.A.L.

Lack of response

Has the pupil had less than 6-month's exposure to English?

NO

YES → EAL Assessment

Does the pupil respond through body language or physical actions?

NO

YES → EAL Assessment

Is the language used by the teacher appropriate for the pupil's stage of English development?

YES

NO → EAL Assessment

Special Educational Needs Assessment

Problem with listening

Is the language used by the teacher appropriate for the pupil's stage of English development?

YES

NO → EAL Assessment

Is the content of the discussion culturally familiar to the pupil and within their experience?

YES

NO → EAL Assessment

Can the pupil listen well in the language(s) of home?

NO

YES → EAL Assessment

Special Educational Needs Assessment Top

Lack of oral expression over a range of skills

Has the pupil had less than two-year's exposure to English?

NO

YES → EAL Assessment



Could the pupil feel threatened by or ill at ease with the classroom situation

NO

YES → EAL Assessment



Are the inaccurate structures used by the pupil typical for those learning English as an additional language?

NO

YES → EAL Assessment



Are the inaccurate structures used by the pupil possibly influenced by other languages used by the pupil?

NO

YES → EAL Assessment



Can pupil use their other language(s) over a range of language skills appropriate for their age and educational experience?

NO

YES → EAL Assessment



Special Educational Needs Assessment Top

Difficulty in progressing in areas of the curriculum other than English

Are instructions and explanations given in language appropriate for the pupil's stage of development of English?

YES

NO → EAL Assessment



Can the pupil understand the task(s) when supported by visual materials or if the task is language free?

NO

YES → EAL Assessment



Is the pupil capable of understanding the task when it is explained in a home language?

NO

YES → EAL Assessment



Has the pupil had experience of the essential stages leading to the task?

YES

NO → EAL Assessment



Special Educational Needs Assessment

Slow or little progress with reading

Does the pupil lack sufficient English vocabulary to make a meaningful start?

NO

YES → EAL Assessment



Has the pupil had little exposure to English text / letter forms?

NO

YES → EAL Assessment



Has the pupil had sufficient time to experience the stages of reading and assimilate them?

YES

NO → EAL Assessment



If appropriate, does the pupil read text in a home language in a manner suitable for their length of education in that language?

NO

YES → EAL Assessment



Are the books used to assess reading skills in English, suitable in terms of cultural familiarity, content, idiomatic language and suitable for level of oral skills?

YES

NO → EAL Assessment



Special Educational Needs Assessment

Difficulties with writing for a variety of purposes

Does the pupil lack sufficient English vocabulary to make a meaningful start?

NO

YES → EAL Assessment



Can the pupil sequence events and ideas orally or pictorially?

NO

YES → EAL Assessment



Are the difficulties in writing a reflection of difficulties with word order, word omissions, tenses etc in oral skills?

NO

YES → EAL Assessment



Are spelling mistakes consistent and showing a growing awareness of spelling patterns in English?

NO

YES → EAL Assessment



Does the pupil have a vocabulary and understanding of grammar and idiom equal to that of their peers?

YES

NO → EAL Assessment



If appropriate, is the pupil able to write in a home language at a level appropriate to age and education in that language?

NO

YES → EAL Assessment



Special Educational Needs Assessment

Difficulties with handwriting

Is the pupil familiar with English script in printed and hand-written form?

YES

NO

→ EAL Assessment



Has the pupil had previous formal schooling, which included opportunities to write?

YES

NO

→ EAL Assessment



Has the pupil written a script with a different orientation?

NO

YES

→ EAL Assessment



Has the pupil written a script with different positioning?

NO

YES

→ EAL Assessment



Special Educational Needs Assessment

Behavioural, emotional or social difficulties

Is the pupil experiencing confusion with a new culture?

NO

YES → EAL Assessment



Has the pupil had only a short experience of formal education of any sort?

NO

YES → EAL Assessment



Has the pupil come from an educational experience significantly different from the current - class size etc?

NO

YES → EAL Assessment



Is the pupil's lack of skills in oral English causing frustration or preventing self-expression?

NO

YES → EAL Assessment



Are problems caused by the pupil being asked to carry out activities beyond their previous experience or against cultural/religious beliefs e.g. drawing faces, changing for PE etc?

NO

YES → EAL Assessment



Does child feel pressured to respond orally?

NO

YES → EAL Assessment



Could the pupil's behaviour/ anxiety be the result of other peoples' racist attitude or behaviour?

NO

YES → EAL Assessment



Are the tasks chosen appropriate for the pupil's language level?

YES

NO → EAL Assessment



Are the tasks chosen appropriate for the pupil's language and cognitive development?

YES

NO → EAL Assessment



Further information on English as an Additional Language (E.A.L.) can be found on the Local Offer on this direct link localoffer.cumbria.gov.uk/kb5/cumbria/fsd/advice.page?id=Mq3v-a2bPYI