

Profiling the needs of Bilingual Pupils – EAL / SEN

1. Background Information (a useful starting point)

Name of pupil	Education outside UK (yrs)	(Ethnicity if appropriate)
DOB	Education in UK (Yrs)	Home Language(s)
Literacy in L1	English Language Level	Curriculum levels (NC etc.)
Current School	Year group	Mainstream teacher
MEA staff	SENCO	Date of concern
Comments (parents)	Comments (Staff)	Progress recorded

2. EAL /SEN Filter Questions

- These questions can be used to decide the most appropriate first point of initial assessment for the bilingual pupil.
- As the pupil has further exposure to English, Special Educational needs may become apparent.
- It may be appropriate to follow both courses of action for some bilingual pupils.
- All answers should be based on **good evidence** (accurately recorded and dated) collected in a variety of circumstances over a period of time.

3. Table of EAL / SEN responses - continued pages 2 and 3

INITIAL EAL / SEN ASSESSMENT TABLE - Circle or highlight (and date) the Yes / No responses

A Lack of Response	EAL	SEN	Date
Has the pupil had less than 6 months exposure to English?	Yes	No	
Does the pupil respond through body language or physical actions?	Yes	No	
Is the language used by the teacher appropriate for the pupil's stage of English development?	No	Yes	

B. Problems with Listening	EAL	SEN	Date
Is the language used by the teacher appropriate for the pupil's stage of English development?	No	Yes	
Is the content of the discussion culturally familiar to the pupil and within their experience?	No	Yes	
Can the pupil listen well in the language(s) of home?	Yes	No	
C. LACK OF ORAL EXPRESSION OVER A RANGE OF SKILLS	EAL	SEN	Date
Could the pupil feel ill at ease with the classroom situation?	Yes	No	
Are the inaccurate structures used by the pupil usual for those learning English as a second language?	Yes	No	
Could the inaccurate structures used by the pupil, possibly be influenced by other languages used by the pupil?	Yes	No	
Can the pupil use their own language(s) over a range of language skills as appropriate for their age and educational experience?	Yes	No	
D. DIFFICULTY IN PROGRESSING IN AREAS OF THE CURRICULUM OTHER THAN ENGLISH	EAL	SEN	Date
Are instructions and explanations given in a language appropriate for the pupil's stage of development in that language?	No	Yes	
Can the pupil understand the task(s) when supported by visual materials or if the task is language free?	Yes	No	
Is the pupil capable of understanding the task when it is explained in a home language?	Yes	No	
Has pupil had experience of the essential stages leading to the task?	No	Yes	
E. SLOW OR LITTLE PROGRESS WITH READING	EAL	SEN	Date
Does the pupil lack sufficient English vocabulary to make a meaningful start?	Yes	No	

has the pupil had little exposure to English text / letter forms?	Yes	No	
Has the pupil had sufficient time to experience the stages of reading and assimilate them?	No	Yes	
If appropriate, does the pupil read text in a home language in a manner suitable for their length of education in that language?	Yes	No	
Is material used to assess reading skills in English, suitable in terms of cultural familiarity, content, idiomatic language suitable for level of oral skills?	No	Yes	
F. DIFFICULTIES WITH WRITING FOR A VARIETY OF PURPOSES	EAL	SEN	Date
Does the pupil need or receive support with oral English as a second language?	Yes	No	
Can the pupil sequence events and ideas orally or pictorially?	Yes	No	
Are the difficulties in writing a reflection of difficulties with word order, word omissions, tenses etc. in oral skills?	Yes	No	
Are spelling mistakes consistent and showing a growing awareness of spelling patterns in English?	Yes	No	
Does the pupil have a vocabulary and understanding of grammar and idiom equal to that of their peers?	No	Yes	
If appropriate, is the pupil able to write in a home language at a level appropriate to age and education in that language?	Yes	No	
G. DIFFICULTIES WITH HANDWRITING	EAL	SEN	Date
Is pupil familiar with English script in printed and hand-written form?	No	Yes	
Has the pupil had experience of previous formal schooling, which included opportunities to write.	No	Yes	
Has the pupil written a script with a different orientation?	Yes	No	
Has the pupil written a script with different positioning?	Yes	No	

H. BEHAVIOURAL / EMOTIONAL / SOCIAL DIFFICULTIES	EAL	SEN	Date
Is the pupil experiencing confusion with a new culture?	Yes	No	
Has the pupil had no or only a short experience of formal education of any sort?	Yes	No	
Has the pupil come from an educational experience significantly different from the current one (e.g. Class size, formal)?	Yes	No	
Could lack of skills in oral English be preventing self-expression or causing the pupil frustration? Could problems be the result of the pupil being asked to carry out tasks beyond their previous experience or at odds with their cultural/religious beliefs e.g. drawing faces, changing for PE?	Yes	No	
Does the pupil feel pressured to respond orally?	Yes	No	
Could the pupil's behaviour / anxiety be in response to other peoples' racist attitude(s) or behaviour?	Yes	No	
Are the tasks and activities chosen appropriate for the pupil's language level?	No	Yes	
Are the tasks and activities chosen appropriate for the pupil's language and cognitive development?	No	Yes	

*Table adapted by Gateshead EMTAS from 'Bilingual pupils and special educational needs: 'A Teacher's guide to appropriate support and referral' by Susan Shaw