

# MINORITY ETHNIC PUPILS AND SPECIAL EDUCATIONAL NEEDS



Guidance and self-evaluation for schools on identification, assessment and strategies for minority ethnic pupils who may also have a special educational need.

Produced in consultation with professionals and specialists in the following fields:

- Special Education, Learning and Behaviour Needs
- Ethnic Minority Achievement
- Speech and Language
- Educational Psychology
- Trauma
- Therapy



# MINORITY ETHNIC PUPILS AND SPECIAL EDUCATIONAL NEEDS

## CONTENTS

### **PART ONE: HANDBOOK FOR TEACHERS AND PRACTITIONERS**

- 1.1 Introduction**
- 1.2 General Guidance**
- 1.3 The process to follow when there are concerns about Progress**
- 1.4 EMA/SEN identification and strategies checklist**
  - A. Concerns about Communication
  - B. Concerns about Learning
  - C. Concerns about Behaviour, Social or Emotional development
  - D. Concerns about Physical Needs
- 1.5 Advice on First Language Assessment (FLA)**
- 1.6 Useful Contacts for Manchester Schools**

### **PART TWO: SCHOOL SELF-EVALUATION**

- 2.1 Leadership and Management**
  - Table 1: Issues concerning statistics about ethnic minorities and SEN
  - EMA+SEN Self-Evaluation Checklist
- 2.2 Teaching and Learning;**
- 2.3 Conditions for Learning**
- 2.4 Parents and Communities**

### **PART THREE: BACKGROUND INFORMATION**

- 3.1 Bilingualism
- 3.2 The Development of English as an Additional Language (EAL)
- 3.3 Children of African and Caribbean Heritage
- 3.4 Gypsy Roma and Traveller Children
- 3.5 International New Arrivals
- 3.6 Special Educational Needs
- 3.7 What Should We Do? – Questions and Answers

## **PART FOUR: APPENDICES**

### **A - Information Gathering & Assessment**

- i. **Sample Admissions Form** - The minimum information needed for a bilingual pupil
- ii. **Languages spoken in different contexts** - A proforma that may be used to obtain a detailed picture of the child's language use
- iii. **First Language Assessment**- A sample of assessment questions based on Hall (2001)
- iv. **EAL Assessment (NASSEA Steps)** - Descriptors of English language development
- v. **EAL strategies** - Strategies to promote language development at each NASSEA step level
- vi. **Assessment checklist** - minimum information needed on which to base initial diagnosis of learning needs
- vii. **Advice to parent about use of Bilingualism** - An information sheet for teachers to hand to parents. The school could add their logo and have it translated into different languages when bilingual support is available
- viii. **Prompt sheet for Interview with Parent/Carer** - To help decide what information is needed from the parent/carer, and for recording.
- ix. **Prompt sheet for Interview with Pupil** -To help you think about what questions you might ask to obtain an insight into the child's point of view
- x. **Stress Indicator Checklist for Refugee and Asylum Seeker Children** - To assist your decision as to whether the child has additional needs
- xi. **Stress Indicator checklist for Indigenous Children** - To assist your decision as to whether the child has additional needs
- xii. **Teacher Self-Evaluation (BESD/Race Equality focus)** - To help the reflective practitioner take an objective view
- xiii. **The Diversity of Ethnic Minority Children** - Handout for inset/ reflection
- xiv. **Dyslexia and the Bilingual Learner**- An observation sheet to help with identification
- xv. **SEN+EMA+EAL Assessment** (additional to normal curriculum and assessment)
- xvi. **SEN+EMA+EAL Features to Aid Identification**

### **B - Manchester Services and Referral Forms**

- i. **Inclusion Support:**
  - International New Arrivals, Travellers & Supplementary Schools Team (INA/T & SS)
  - Looked After Children Team
  - Sensory Support Team
- ii. **Referral Form for INA/T/SS Team**
- iii. **Traded Services**
- iv. **Request for First Language Assessment**
- v. **Language Support Assistants Information**
- vi. **Emotional & Trauma Support Team Information**

### **C - REFERENCES & FURTHER READING**

# HANDBOOK FOR TEACHERS AND PRACTITIONERS



## PART ONE

Minority Ethnic Pupils and Special Educational Needs



# MINORITY ETHNIC PUPILS AND SPECIAL EDUCATIONAL NEEDS

## PART ONE: HANDBOOK FOR TEACHERS AND PRACTITIONERS

### 1.1 INTRODUCTION

This guidance is aimed at teachers and teaching assistants to help identify the needs of children from ethnic minorities where their progress in school is causing concern.

This document was a result of a working party:

Anita Coleman	Team Leader for Learning Needs
Judith Flynn	Specialist Teacher Ethnic Minority Achievement (now Senior EAL Lecturer at MMU)
Sonia Hilton	Educational Psychologist
Jane Murphy	Education Development Officer: International New Arrivals/Travellers & Supplementary Schools Team
Liz Parker	Speech and Language Therapy Service

If you have any queries or suggestions, please contact:  
Jenny Patterson (Team Leader - International New Arrivals,  
Travellers & Supplementary Schools Team) 0161 223 3158  
e-mail: [j.patterson@manchester.gov.uk](mailto:j.patterson@manchester.gov.uk)  
Peacock Centre, Peacock Close, Gorton, Manchester M18 8AX

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## 1.2 GENERAL GUIDANCE

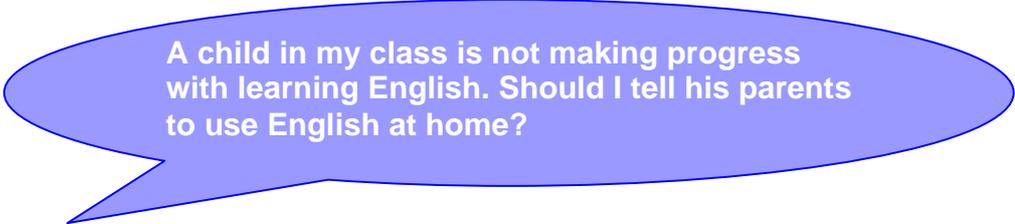
Error in diagnosis of a learning difficulty may cause a change in the teaching method or environment to where the language is less rich eg. grouping a child who is new to English with children who have Special Educational Needs (SEN). On the other hand, error in failing to diagnose a learning difficulty may mean a lack of appropriate support, making difficulties harder to manage.

Where a parent alerts you to a special need, it should be followed up immediately with the school Special Educational Needs coordinator (SENCO).

It is good practice to monitor termly progress of all ethnic minority children, with specialist Ethnic Minority Achievement (EMA) staff where available, using the EMA+SEN School Self-Evaluation Checklist (1.4) as a guide. Some of the points in the guidance may already be included in your existing practice whilst others may be a reminder.

### QUESTIONS ASKED BY TEACHERS

#### Bilingualism



A child in my class is not making progress with learning English. Should I tell his parents to use English at home?

Bilingualism is an advantage and should be encouraged at home and at school. Parents should be encouraged to use the language, which is most natural for them when speaking with their child. Poor first language development can indicate a special need.

## Length of time to learn English

How long does it take for a child to learn English?

A child, newly arrived from overseas, will need up to two years of exposure to English to become conversationally fluent. Development may include a silent period, where the child uses no or very little English, but will be using non-verbal communication. Literacy development will be faster if the child already has literacy skills in the first language.

It takes from 5-7 years of exposure to English to develop spoken and written abstract language. A child learning English as an Additional Language (EAL) will need support and consideration throughout this whole time.

Lack of progress in language development may either indicate that overall learning needs are not being met eg. lack of focus on second language development or that the child has a learning difficulty.

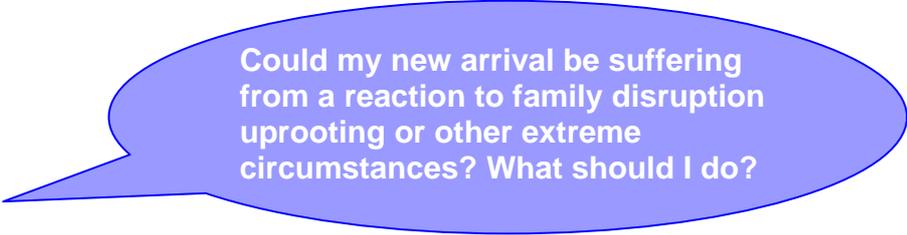
## Learning Style

My teaching takes into account visual, kinaesthetic and auditory learning styles. What other learning styles should I consider?

Learning styles vary according to culture and background. They include; co-operative or individual orientation towards the group, deferential or egalitarian attitudes towards authority, expressive or constrained communication style, active or passive coping style, holistic or fragmented learning approaches. Culturally different behavioural expression may also be misperceived. (In Frederickson N. and Cline T. (2002) *Special Educational Needs, Inclusion and Diversity: a textbook*. Berkshire. OUP).

Where a special need is suspected, the school will need to find out as much as possible about the child's home, educational, linguistic and cultural background, and relate this information to current and previous performance in school.

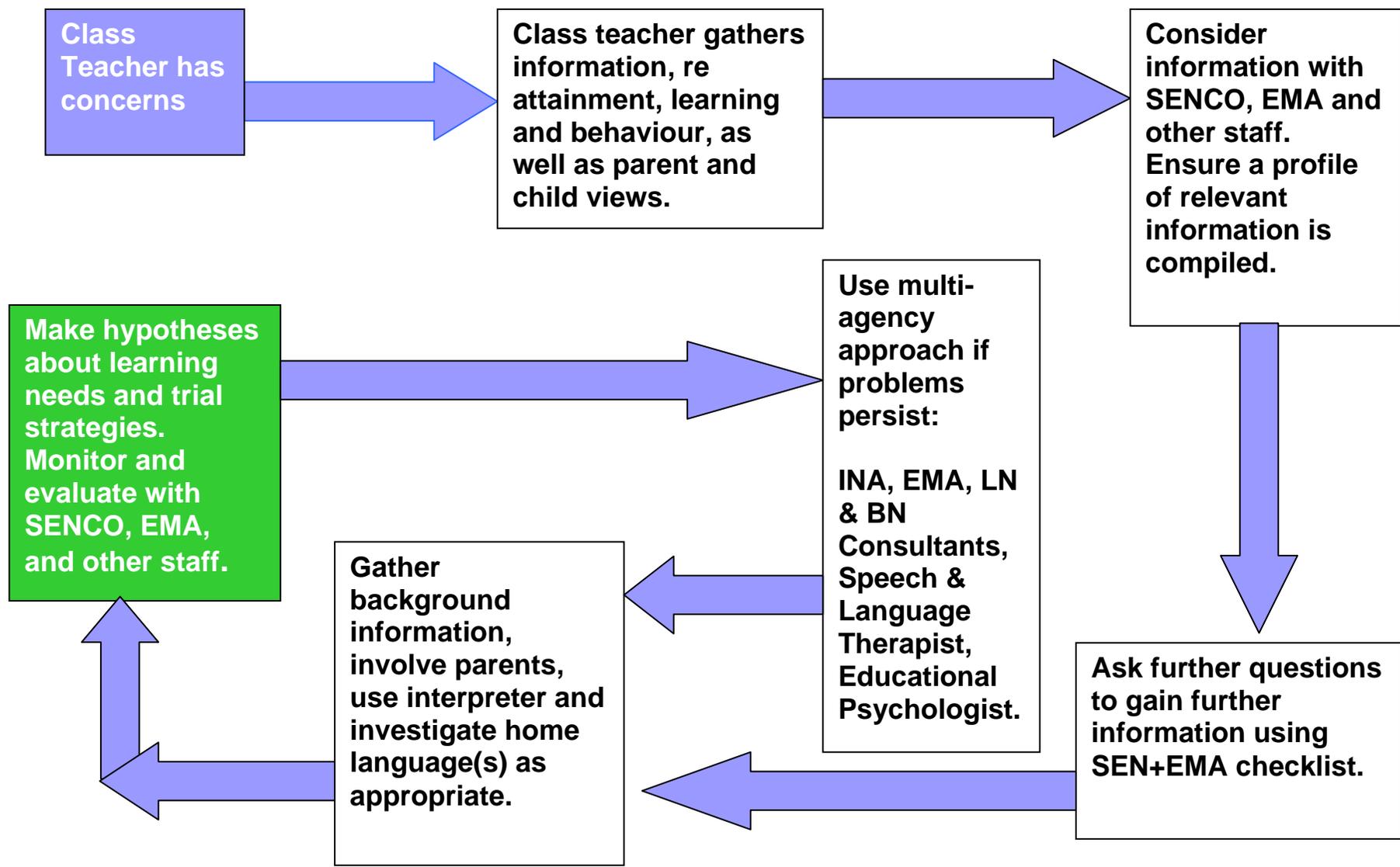
## **International New Arrivals**



Could my new arrival be suffering from a reaction to family disruption uprooting or other extreme circumstances? What should I do?

It is important for refugee children and young people to restore normal life as far as possible and as soon as possible. Going to school and making friends is part of the healing process

### 1.3 THE PROCESS TO FOLLOW WHERE THERE ARE CONCERNS ABOUT PROGRESS



## 1.4 EMA/SEN IDENTIFICATION AND STRATEGIES

How to use this checklist;

**Where there is a concern that a child from an ethnic minority background may have a special educational need, please use the checklist below to help you to identify the issues, find the relevant information and devise strategies. Choose from the relevant categories A-D that cover Communication, Learning and Behaviour concerns.**

(Includes EAL 'filter questions' from 'Bilingual Pupils and Special Educational Needs: a teachers' guide to appropriate support and referral.' Shaw, S. 2000)

### A. Concerns about Communication

<b>COMMUNICATION; Find Out</b>	<b>Consult/Use</b>	<b>Strategies</b>	<b>Resources</b>
<b>Lack of Response</b>			- NS NAEP & GRT Programmes
Does the child feel welcome and included in the school and classroom?	<b>Use bilingual staff or interpreter to help to find out information where appropriate.</b> Child, parent, other adults, observation	Ensure good induction procedures are in place and followed. Create welcoming environment Use texts and displays that include child's home language and culture and visuals to aid understanding.	- English as an Additional language. Meeting the challenge in the classroom. (Haslam, Wilkin and Kellet.2005)
Has the child had less than 6-8 months exposure to English?	Home background information from parent.	Include pupil in all activities. Model language. Use descriptive commentary. Do not pressure for response. Use bilingual support. Ensure close adult support or buddies.	- MCC Learning Network CD: Induction for New Arrivals. Obtainable from INAT/SS Team

<b>COMMUNICATION; Find Out</b>	<b>Consult/Use</b>	<b>Strategies</b>	<b>Resources</b>
Does the child respond through body language or physical actions?	Observation	Be responsive and encourage non-verbal response.	<a href="http://www.qca.org.uk">www.qca.org.uk</a> Country by country information about education systems of new arrivals.
Could the child feel threatened or ill at ease with the classroom situation?	Parent information, pupil interview, and observations.	Review groupings, teaching styles, Providing welcoming environment, knowledge and respect for culture evident Parental involvement. Staff training.	<a href="http://www.standards.dfes.gov.uk/new_arrivals">www.standards.dfes.gov.uk/new_arrivals</a>  <a href="http://www.refugeecouncil.org.uk/publications/pub006.htm">www.refugeecouncil.org.uk/publications/pub006.htm</a>
Is the content of the discussion/curriculum culturally familiar to the child?	Consult parent for knowledge of home culture.	Choose class texts, topics, that are culturally familiar. Provide secure routines.	Various languages  <a href="http://www.ealinhounslow.org.uk">www.ealinhounslow.org.uk</a>
Is the child's first language overtly valued in school?	Classroom observation School audit EMA/Bilingual staff Parental advice	Classroom/school display to include home culture and languages Bilingual books, storytelling, labels, notices, letters, numbers.	Go to parents and visitors- resources- documents at top of page - classroom topics - multilingual words
<b>Listening and Understanding</b>			
Can he/she listen well and demonstrate understanding in the home language(s)?	Parental information First Language Assessment.	As above. Vary pace. More focussed small group work. Use of first language.	

<b>COMMUNICATION; Find Out</b>	<b>Consult/Use</b>	<b>Strategies</b>	<b>Resources</b>
Could the difficulty be due to a problem with hearing?	School nurse, Medical records, Referral to doctor, Speech and language therapy where applicable. EMA staff	Seat child near the front. Minimise auditory distractions. Let the child see your mouth and speak clearly. Use visual and kinaesthetic strategies to ensure participation. Ensure specialist staff are trained in cultural/linguistic background. Use specialist ICT.	Speech and Language Therapy (SLT) Services for advice to help the development of listening and/or attention control.  <b>Appendices:</b> A.iii. First language Assessment; A.viii. Parent interview prompt sheet A.vii. Advice to parents about bilingualism A.x. & A.xi. Stress indicator checklist.
What do parents think about child's language development in both or all languages? How complex is the home language?	Parental information. Details concerning number of languages, when, length of exposure, any changes in language environment over time. Where appropriate, seek specialist advice.	Encourage parent to speak and develop concepts in their most natural language. Reassure parents that well developed first language skills will help not hinder EAL development.	
Has the child had less than 2 years exposure to English?	Home background information.	Use visuals, clarify key vocabulary, model target language, and scaffold output. Arrange for communicative and practical group activities.	
Are listening/attention difficulties due to the language used in lessons being too difficult for the child? Can pupil pay attention in more context embedded situations or at home?	Observation, Consult parent	Plan use of visuals and tangible aids, Enable child to participate using cards. Give child a role to play. Ensure other adults support the child appropriately during carpet sessions.	

<b>COMMUNICATION; Find Out</b>	<b>Consult/Use</b>	<b>Strategies</b>	<b>Resources</b>
Have listening/attention difficulties persisted despite inclusive strategies? Are listening difficulties due to developmental problems?	Observation, Parent information, SLT advice	1:1 sessions in a quiet environment to help child to progress through the normal sequence of development of listening/attention. In class to sit away from distractions	This document; See particularly sections on <b>Bilingualism, English as an Additional Language, Conditions for learning,</b> In parts 2&3 of the CD.  <a href="http://www.naldic.org.uk/ITTSEAL2/teaching/workingwithnewlyarrivedlearners.cfm">www.naldic.org.uk/ITTSEAL2/teaching/workingwithnewlyarrivedlearners.cfm</a> - Guidance for mainstream teachers especially new arrivals.  <a href="http://www.qca.org.uk">www.qca.org.uk</a> Guidance teaching EAL pupils
<b>Verbal Expression</b>			
Is the child's spoken English commensurate with the length of time exposed to English? Is development at the same rate of peers or siblings?	NASSEA/QCA or other English Language Step Assessment of listening and speaking	As above. Ensure child is included and encouraged to actively participate in activities.	
Does the child have adequate opportunities to work with proficient English speaking children?	Class teacher	Review classroom organisation. Arrange for collaborative groupwork.	
Does the child socialise with peers outside the classroom?	Lunchtime organisers Playtime supervisors Parent Advisers (PAs)	Provide for inclusion in group play activities and extra-curricular activities. Ensure buddy system is in place.	
Are the inaccurate structures used by the child usual for those learning EAL or speaking a particular language or dialect?	Speakers of the language; (bilingual support in school, parents, community.) EMA Specialist staff	Give opportunities for speaking and listening in small groups.	

<b>COMMUNICATION; Find Out</b>	<b>Consult/Use</b>	<b>Strategies</b>	<b>Resources</b>
Can child use their other language(s)/dialect over a range of language skills?	First Language Assessment. Information from parent. Bilingual staff. Specialist advice eg. Speech therapist for low language levels in both/all languages.	Provide opportunities for speaking in first language. Use and monitor all of the above strategies.	www/everything esl.net for information about BICS and CALP  Inclusive teaching observation checklist. (PNS Circles for Inclusion DfES)
Are there teeth, facial or structural problems? Does child have problems with eating or drinking?	Health information. Nurse. Speech therapist.	Encouragement to participate verbally. Positive responses to utterances. Respond to meaning, whilst modelling correct response. Employ specialist advice.	
Is low verbal expression due to lack of understanding? Are instructions and explanations given in language appropriate for the child's stage of development in that language?	Classroom observation. English language Assessment of listening and speaking/ understanding. (NASSEA/QCA Step levels)	Modify language for teaching. Use short sentences. Make language more concrete on whole class and 1:1 level. Non-verbal gestures, visuals. Provide professional development for staff in EAL strategies.	Information about Selective Mutism from Speech and Language Therapists, & Educational Psychology Services
Can the child perform the task when supported by visual materials or if the task is language free?	Observation of child	Accompany task with spoken language, visuals, objects and labels. Model sentences.	
Does the child participate when the task is explained in the home language or dialect?	Bilingual staff or parent	As above, the development of language to accompany the activity. Use bilingual support.	

<b>COMMUNICATION; Find Out</b>	<b>Consult/Use</b>	<b>Strategies</b>	<b>Resources</b>
Has the child had experience of the essential stages leading to the task?	Background information, school records.	If not, go back to previous stages or learning objectives, or fill in knowledge gaps. If yes, the child may require the task to be broken into smaller steps.	Interventions eg: Narrative therapy, Talking Partners, Therapeutic approaches. (See Contact List)
Do you know if something has happened in the child's past that could be causing distress? Does the child seem happy, making friends?	Parent information, observations, Seek professional advice.	Ensuring that child is supported appropriately by other adults during carpet sessions. Therapeutic approaches, small group or individual child centred work.	
Does child make little or no progress despite the provision of a differentiated curriculum.	Seek specialist advice; EMA specialist. Speech and Language Therapy if home language skills are also affected.	Continue with good EMA/SEN inclusive practice and focussed strategies.	
Has the child got any undetected physical needs? (Visual, hearing, medical?)	Parents, child, medical records, school nurse, Bilingual support and interpretation to ensure Sensory Services parental support.	Ensure classroom is adapted as per specialist advice, e.g. text enlarged, seated near front etc, in addition to all inclusive strategies.	

## B. Concerns about Learning

<b>LEARNING CONCERNS; Find Out</b>	<b>Consult/use</b>	<b>Strategies</b>	<b>Resources</b>
<b>Concerns about performance in the wider curriculum;</b>			
Is pupil making expected progress in learning EAL?	EAL Assessment, EMA staff.	Plan for language development as well as for learning.	Appendices; NASSEA/QCA Steps-EAL Assessment  www.qca.org.uk Advice on all aspects of EAL teaching   MECAR - (Manchester Every Child a Reader)  Reading Recovery (Marie Clay)
Has the difference between the home and school setting been taken into account? Are materials used culturally appropriate?	EMA staff Information from parent	Provide teaching and environment that accommodates prior knowledge, experiences and learning styles. Link with different numeracy, literacy etc curriculum systems.	
Has parent expressed concern or been informed about progress?	Parent for details of concern. Interpreter or bilingual staff.	Keep parents fully informed. Ensure parental expectations are informed by knowledge of teaching content and approach. Empower parent to assist.	
Can the child understand the task when provided with contextual or visual supports or if the task is language free?	Observation of child	Add contextual and visual support to spoken instructions.	
Is the child capable of understanding the task when it is explained in the home language or dialect?	Bilingual staff or parent	Appropriate use of bilingual support for access to curriculum concepts.	

<b>LEARNING CONCERNS; Find Out</b>	<b>Consult/use</b>	<b>Strategies</b>	<b>Resources</b>
Does child have difficulty with subjects that are less dependant on language such as Art or PE?	EMA staff Child interview, Parent interview	Ensure tasks are culturally appropriate Provide bilingual support Ensure peer support and groupwork Ensure that relationships with staff and peers are supportive.	Wave 3 intervention; Catch up Paired Reading
Has the child had experience of the essential stages leading to the task?	Background information, school records.	If not, go back to previous stages or learning objectives. If yes, the child may require the task to be broken into smaller steps.	First Steps-Reading from a Resource Book
Has the child been given sufficient time/support to respond?	Classroom observation	Provision of thinking time, partner talking L1 or L2, scaffolding	Bridging bands; Blue, KS1, Brown KS2
Is there evidence of the child understanding new concepts or remembering new information	Specialist advice Screening tests	Continue with good inclusive SEN/EAL practice but provide more repetition and reinforcement. Questions may involve suggestions from which the child can choose.	Books for reading range of genres and cultural backgrounds
<b>Difficulties with reading:</b>			
Does the child lack sufficient English vocabulary to make a start?	English language assessments of speaking and listening/understanding	Read books with child ensuring understanding. Choose texts that are meaningful and which are culturally familiar.	

<b>LEARNING CONCERNS; Find Out</b>	<b>Consult/use</b>	<b>Strategies</b>	<b>Resources</b>
Has the child had sufficient experience of hearing and producing English sounds?	Records of educational experience	Provide experiences involving listening and speaking.	. See section on <b>English as an additional language - Literacy Development</b> , in Part 3.  Intervention; 'Talking Partners' - To develop oracy to improve speaking skills, reading comprehension and writing content.
Has the child had little exposure to English text/ letter forms?	Home background information.	Provide direct instruction of alphabet names and sounds, linking the letters to known vocabulary.	
Has the child had sufficient time to experience the stages of reading and assimilate them?	Home background information. School records.	Provide a systematic programme of direct instruction and catch up/additional reading opportunities. Regular guided reading.	
If appropriate, does the child read text in a home language in a manner suitable for their length of education in that language? (There may not be a written form, or parents may not be literate themselves, in the home language.)	Information from parent, supplementary school.  If not consider the possibility of an underlying learning difficulty/hearing or visual difficulty.	If yes, provide language development and additional reading opportunities. If not, as above also focussed multi sensory teaching of literacy, with additional context for EAL or learning styles issues.	
Are the books used to assess or teach reading skills in English, suitable in terms of cultural familiarity, content, idiomatic language, for level of oral skills?	Scrutinise resources for assessment and teaching purposes for suitability for EAL/EMA children	Select books that are appropriate eg. use natural language, repetitive text and explicit and culturally relevant visuals.	
Can the child sequence events and ideas orally or pictorially?	First language assessment.	Oral rehearsal of language using sequence of picture prompts.	

<b>LEARNING CONCERNS; Find Out</b>	<b>Consult/use</b>	<b>Strategies</b>	<b>Resources</b>
<b>Difficulties with writing;</b>			See Appendices for A.i. 'Admissions Information', A.viii. 'Parent Interview Prompt sheet', A.iii. 'First Language Assessment' and A.xiv 'Dyslexia and the Bilingual Learner'.
Are the difficulties in writing a reflection of difficulties in word order, word omissions, tenses etc in oral skills?	Scrutiny of writing. English language assessment of writing. Step Level Speakers of the first language to see if difficulties due to sentence structure differences	Model language structures required in shared or guided writing. Oral rehearsal of language, before writing.	
Are spelling mistakes consistent and showing awareness of patterns of English?	English language step assessment of writing and listening comprehension.	Provide instruction of spelling patterns within language comprehension levels.	
If appropriate, is the child able to write in a home language at a level appropriate to age and education in that language?	Information from parent, supplementary school.  If not, observe for underlying difficulties, Screening Test items that are culturally and linguistically appropriate	If yes, allow child to write in home language. Provide English language development and additional writing instruction.  Continue with inclusive SEN/EMA approaches + focused additional work	
Has the child had any developmental difficulties/visual or hearing difficulties or delay in verbal communication?	Information from parent. Medical records.	Assistance with curriculum tasks needs to be linked to development of verbal communication, or meeting physical needs -see section D.	

<b>LEARNING CONCERNS; Find Out</b>	<b>Consult/use</b>	<b>Strategies</b>	<b>Resources</b>
Could difficulties be due to dyslexia or SpLD?	Documents on dyslexia or SpLD as symptoms will be similar for all bilingual as for monolingual children, provided that cultural and linguistic differences, as above, are taken into account.	As above but also focussed multi-sensory teaching approach modified for EAL/EMA needs, as regard contextual support for meaning. Ensure access to the curriculum and alternative methods of recording.	
Is the child familiar with English script in printed and handwritten form?	Observation and scrutiny of work.	Provide explicit instruction about formation of writing.	
Has the child had previous formal schooling in home language, which included opportunities to write/draw?	Information about writing/drawing in previous school(s) Observation to ascertain if difficulty due pencil control, inexperience, conceptual level.	Provide extra practice of writing/drawing/manipulation skills. Build strength by plasticine, clay etc. Develop fine motor skills through tracing, cutting etc. Compare child's pictures to nursery level to judge conceptual development. Allow time for learning to take place.	
Has the child written a script with different orientation/positioning?	Information about child's languages.	Provide time for extra practice.	

<b>LEARNING CONCERNS; Find Out</b>	<b>Consult/use</b>	<b>Strategies</b>	<b>Resources</b>
Does child seem to have problems with movement and spatial awareness?	Observe whether the child seems used to the physical environment; chairs, tables, knives, forks, amount of space to move etc? Previous home/school experiences from parent. Health/medical information. Visual difficulties, balance. Refer to school nurse.	Give the child time to adjust/learn. Adapt resources if necessary. Ongoing difficulties may indicate a specific physical development difficulty or wider learning difficulty eg. Dyspraxia.	
Has the child got any undetected physical needs? (visual, hearing, medical?)	Parents, child, medical records, school nurse, Bilingual support and interpretation to ensure Sensory Services parental support.	Ensure classroom is adapted as per specialist advice, e.g. text enlarged, seated near front etc.	

## C. Concerns about Behaviour, Social and Emotional Development (BESD).

<b>BESD CONCERNS: Find out</b>	<b>Consult</b>	<b>Strategies</b>	<b>Resources</b>
Could unusual behaviour be due to the child experiencing confusion with the new culture?	Knowledge about home and cultural background from parent interview and experienced staff. Investigate prior experiences and learning styles.	Provide structured learning consistent with prior experience. Explicit teaching of routines. Visual timetable. Give time to embed expected behaviour. Involve parent in class. Home language support where appropriate.	<a href="http://www.qca.org.uk/8555.html">www.qca.org.uk/8555.html</a> ; Country by country information about education systems of new arrivals.
Has the child had only a short experience of formal education?	Information about prior schooling.	Provide catch up experiences in areas /stages not covered. Advise parent how they can support.	
Has the child come from an educational experience that is very different from the current, including class size?	As above	Staff development. Teaching to different learning styles and Supporting identity of child.	'English as an Additional language'. (Haslam, Wilkin and Kellet) Chapter 1.

<b>BESD CONCERNS: Find out</b>	<b>Consult</b>	<b>Strategies</b>	<b>Resources</b>
Is the child's lack of skills in spoken or written English causing frustration or preventing self-expression?	Assessment of English language development step levels.	Teach language in all areas of the curriculum. Provide structured speaking and listening opportunities, lots of visuals and kinaesthetic activities. Ensure children know how to use word lists, mats etc. and have explicit teaching of routines for independent working	See sections on Leadership and management, Conditions for learning. Cultural background and learning style, Role models.  Appendices: A.x. and A.xi. Stress Indicator Checklist
Does the child understand in the home language?	Parents. Bilingual staff. First language Assessment. If not, consult Sp&LT	Advise parents on use of first language. (In this Guidance) Re-assure them that well developed home language will help not hinder EAL development.	
Is the child's academic language development keeping up with the demands of the curriculum?	Tracking information on child's language development over time. Assessment for learning.	Support language development. Ensure key language is identified and understanding monitored. Ensure opportunities for use of subject specific language during the lesson.	

<b>BESD CONCERNS: Find out</b>	<b>Consult</b>	<b>Strategies</b>	<b>Resources</b>
Has the child got any undetected physical needs? (visual, hearing, medical?)	Parents, child, medical records, school nurse, Bilingual support and interpretation to ensure Sensory Services parental support.	Ensure classroom is adapted as per specialist advice, e.g. text enlarged, seated near front etc.	www.collaborativelearning.org/ Resources and ideas.
Is the child sharing and cooperating?	Previous experience of school and child/adult relationships.	Provide quality learning opportunities to aid development of cooperation. Ensure good role models of behaviour. Make expectations clear (SMART) so child can experience regular success. Specifically teach language involved in sharing and cooperation through games and activities.	ENABLE intervention based on developmental model (FTC PROJECTS Ltd & The Modbury Group) - information from EMA Team.  Information about stages of play/development of listening/attention.
Is the child's play age appropriate?	Parent for information about prior experiences of school, home environment, toys, play with siblings, friends?  Seek specialist advice if child does not progress through stages of play with appropriate support.	Create opportunities for play. Trips to nursery as helper. Classroom play space. Resources for games and play at break and lunch. Guided play with adult as facilitator. Relate play to child's own expectations/experiences  Assist child to progress through the stages of play.	MCC INA/T/SS Team, EMA staff.

<b>BESD CONCERNS: Find out</b>	<b>Consult</b>	<b>Strategies</b>	<b>Resources</b>
When newly arrived, did child and family undergo suitable induction procedures?	Person in charge of admissions.	Ensure induction procedures for new arrivals are in place.	Induction New Arrivals Incl. case studies resources <a href="http://www.islingtonschools.net/Services/emas/mobility/induction">www.islingtonschools.net/Services/emas/mobility/induction</a>
Is the child an asylum seeker or refugee?	Home background information.	Ensure conditions for learning are in place. Value culture and knowledge the child brings. Demonstrate your concern for their own and others welfare by clearly establishing routines Ensure child feels sense of belonging	MCC INA/T/SS Team
Do you know if something in the child's past, or present situation could be causing distress?	Parent interview, with respect for privacy	Creation of a secure environment with routines, buddies and appropriate bilingual or adult support. Where difficulties persist; therapeutic approaches, small group, individual child centred work	MCC INA/T/SS Team <a href="http://www.nrif.org.uk">www.nrif.org.uk</a> National Refugee Integration forum support refugee new arrivals
Are problems caused by child being asked to carry out activities beyond their previous experience or against cultural/religious beliefs? (P.E, drawing faces)	Home background information/experienced staff.	Enlist home co-operation. Make sensible compromises. Allow time for child to adjust to new culture and environment.	See Appendices; A.iii. First Language Assessment, A.viii. Parent interview prompt sheet, A.ix. Pupil interview prompt sheet,

<b>BESD CONCERNS: Find out</b>	<b>Consult</b>	<b>Strategies</b>	<b>Resources</b>
Does child have difficulties understanding the tasks, lesson content, or language? Are tasks appropriate for language or cognitive level?	Language development levels. Interview with child, parent. English language assessment. Curriculum based assessment.	Ensure tasks are practical and accompanied with contextual and linguistic support. That tasks build on prior knowledge and skills.	A.xii. Teacher Self-Evaluation, Part 2 - "School Self-Evaluation".
May this have resulted in poor listening/ attention?	Planning, to see if awareness of child's needs noted. Monitoring of length of carpet sessions and or relevance of content.	Make activities short and focussed. Allow for: fatigue when listening in other dialect or culture, time where listening is not required, repetition of activity type to avoid time consuming explanations. Sit child away from distractions. Use topics, which motivate. Involve child in setting own concentration targets. Use additional adult to provide related input away from carpet.	

<b>BESD CONCERNS: Find out</b>	<b>Consult</b>	<b>Strategies</b>	<b>Resources</b>
Could adopting alternative strategies change difficult behaviour?	Teacher self evaluation checklist	Ensure positive behaviour management. Use a variety of teaching/learning styles. Promote positive role models from pupil's community, liaise with parents. Make use of additional adults, including learning mentors.	Priority Review. Exclusion of Black Pupils. Getting it. Getting it right. DFES (2007)  "Complementing Teachers" A Practical Guide To Promoting Race Equality in Schools. 2003 The Runnymede Trust. www.granadalearning.co.uk
Is a problem with attendance/punctuality due to circumstances at home or school? Is it to do with relationships or learning?	Pupil/parent interview Other agencies	Adapt teaching programme to meet the needs of child. Make allowances for difficult circumstances.	<a href="http://www.teachernet.gov.uk/whole-school/">www.teachernet.gov.uk/whole-school/</a> Behaviour/tackling bullying/ racist bullying
Could the child's behaviour be a result of the racist attitude or behaviour of others. E.g. Racial harassment, bullying, teasing?	Classroom observation. Break time/lunchtime observation Pupil interview Parent interview.	Anti racist policies in action. Racist incidents reported and dealt with. Staff inset. Whole school awareness weeks on anti bullying, black history, refugees. Displays in entrance hall and about school. Anti racist books and resources. Class discussion of issues, promotion of inclusive ethos.	<a href="http://www.cre.gov.uk/gdpract/edlfa.html">www.cre.gov.uk/gdpract/edlfa.html</a> Race Equality Standards for schools with audit form.

<b>BESD CONCERNS: Find out</b>	<b>Consult</b>	<b>Strategies</b>	<b>Resources</b>
Could perceptions of the child's behaviour be a result of other people's assumptions and lack of knowledge?	Observation.	Staff INSET on issues in connection with cultural diversity. Displays to disseminate knowledge to staff, pupils, governors and parents.	

## D. Concerns about Physical and Sensory Needs

This section deals with issues for the school in cases where there are concerns. In all cases it is recommended that schools contact the relevant Education support service.

<b>PHYSICAL AND SENSORY Concerns</b>	<b>Consult/Use</b>	<b>Strategies</b>	<b>Advice/Resources</b>
That needs are not fully understood by school or other services, due to medical records being inaccessible or incomplete because of transience or experiences in other countries.	Records from previous school(s) and countries where possible. Parent interview using interpreters where necessary. School nurse for health checks	Staff training in sensory needs and linguistic and cultural diversity. Inclusive classroom and school strategies sensitive to these needs. Diligence in ensuring hearing and vision checks are attended.	Contact for advice; Sensory Impaired Services (See MCC Contact List)

<b>PHYSICAL AND SENSORY Concerns</b>	<b>Consult/Use</b>	<b>Strategies</b>	<b>Advice/Resources</b>
That minor physical or sensory needs may be concealed due to differences of language or culture, leading to delays in identification.	Classroom observation. Parent interview. Hearing, visual and health checks. First language assessment.	As above. Ensure staff are trained in normal patterns of child rearing and language development in diverse bilingual communities.	Services for Children with Physical Disabilities.
That parents may not be aware of UK/school/LA systems of educational provision or approaches to education for children including young people with physical or sensory needs.	Arrange for planned use of interpreters to explain the system and monitor understanding.	Provide an environment/school entrance that displays an inclusive ethos to make parents feel welcome. Empower parents to ask questions. Encourage parents to enrol in adult education classes or networks that may help them to obtain information.	
That parents are reluctant to participate in discussions, networks, procedures.	Encourage attendance. Arrange for interpreters.	Discuss factors preventing attendance, eg. childcare. Ensure written information is supplemented by verbal explanation/encouragement and interpreters as necessary. Suggest/arrange for contact with parent with similar needs, through the appropriate support service.	

<b>PHYSICAL AND SENSORY Concerns</b>	<b>Consult/Use</b>	<b>Strategies</b>	<b>Advice/Resources</b>
That children or young people with physical or sensory needs may not meet others from their own communities with similar needs.	Find out about/encourage attendance at network meetings	Promote attendance at network meetings, through the appropriate support service.	
That childrens' physical and sensory needs are met in conjunction with their needs as a member of an ethnic minority.	EMA staff, parents	Support for teachers to develop sensitivity and commitment in helping children to foster a strong dual personal identity; as member of a particular ethnic minority community and having a particular impairment. Arrange awareness – raising sessions for classmates through the appropriate support service and arrange assemblies celebrating achievers who have disabilities.	

## 1.5 ADVICE ON FIRST LANGUAGE ASSESSMENT

The SEN Code of Practice (2001), states: **“At an early stage a full assessment should be made of past exposure to each of the languages spoken, the current use and proficiency. This assessment will form the basis of planning to meet the pupil’s needs and should be specifically reflected in the short term planning.”**

This is normally obtained

- where there are concerns about progress
- when the child has been exposed to English for over one year **and**
- where the teaching and learning activities and conditions for learning are appropriate for a pupil learning English as an additional language. (See School self-evaluation checklist and Strategies column of teacher checklist)

It is supplementary to other assessments that may form part of the child’s profile.

There are two parts to First Language Assessment (FLA): a series of tasks for the child to do to assess language development in the first language and information to be obtained from the parent about use of first language(s).

Part 1. Assessment of first language development.

This is at Appendix iii, adapted from Hall (2001), and is designed for use on Y1 and Y2 children. This aims to assess language development, including basic conceptual understanding in the language. It can tell you if the child can

- Sequence and discuss a simple series of pictures
- Recount a series of events
- Understand age appropriate text
- Follow simple instructions; understand prepositional phrases
- Understand and express concepts of weight, shape, size, colour

The assessment may be adapted to be age appropriate.

Part 2. Interview with parent to find out:

- Languages spoken in different contexts and when the child was first exposed to each language (Appendix viii). This will establish expectations about performance in the first language.
- Any developmental difficulties and background information about prior education and details of experiences in different countries (Appendix i)
- If parents can corroborate the findings from the FLA, as the child may have been too shy etc.

This must also be supplemented by classroom observations and information from bilingual staff where possible.

A fluent speaker of the language will be required to administer the assessments, and staff and interpreters trained in the sensitive administration of first language may be commissioned from MCC EMA Team.

## 1.6 USEFUL CONTACTS for Manchester Schools

### **International New Arrivals, Traveller and Supplementary Schools Team**

Jenny Patterson - 0161 223 3158 [j.patterson@manchester.gov.uk](mailto:j.patterson@manchester.gov.uk)

### **Ethnic Minority Achievement (EMA) Team** (Traded Services)

Joe Flynn - 0161 219 6841 [j.flynn@manchester.gov.uk](mailto:j.flynn@manchester.gov.uk)

### **Emotional and Trauma Support (ETS)**

Deidre Mc Connell – 0161 219 6841 [d.mcconnell@manchester.gov.uk](mailto:d.mcconnell@manchester.gov.uk)

### **First Language Assessment (FLA)** (and concerns about progress)

Musarat Malik - 0161 219 6841 [m.malik@manchester.gov.uk](mailto:m.malik@manchester.gov.uk)

### **ROUTES Project** (To assist contact with families of children in newly arrived communities)

Jennifer Richardson - 0161 835 3393 [jennifer@blackhealthagency.org.uk](mailto:jennifer@blackhealthagency.org.uk)

### **M-four Translation and Interpretation Service (TIS)**

0161 234 3193 (Fax 234 3081)

### **Learning Needs (LN)**

Anita Coleman - 0161 219 6841 [a.coleman@manchester.gov.uk](mailto:a.coleman@manchester.gov.uk)

### **Behaviour Needs (BN)**

Kerry Long - 0161 219 6841 [k.long@manchester.gov.uk](mailto:k.long@manchester.gov.uk)

### **Educational Psychology Team (EPS)**

Anne Rushton - 0161 219 6841 [a.rushton@manchester.gov.uk](mailto:a.rushton@manchester.gov.uk)

### **SEN**

Kent Wells – 0161 245 7440 [k.wells@manchestr.gov.uk](mailto:k.wells@manchestr.gov.uk)

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National Strategies NAEP

National Strategies GRT

MCC CD for INA

# SCHOOL SELF-EVALUATION



## PART TWO

Minority Ethnic Pupils and Special Educational Needs



MANCHESTER  
CITY COUNCIL

Children's Services

Manchester



Primary Care Trust

# MINORITY ETHNIC PUPILS AND SPECIAL EDUCATIONAL NEEDS

## PART TWO: SCHOOL SELF-EVALUATION

### 2.1 LEADERSHIP AND MANAGEMENT

Statistics relating to SEN and ethnicity (Table 1) show under-identification and over-identification occurring in relation to different ethnic groups. Failure of correct identification amounts to **discrimination** against such groups.

Error in diagnosis of a learning difficulty may cause a change in the teaching method or grouping or in an environment wherein the child is wrongly labelled or where the language is less rich. Error in failing to diagnose a learning difficulty and therefore not giving appropriate help may cause difficulties to become more entrenched and harder to manage.

Research shows that children from ethnic minorities with SEN are later than other children to be identified as having difficulties. It is recommended that the closer involvement of EMA staff with SENCO and learning needs staff in identification and planning, may avoid this. (Deponio et al, 2000) In schools where there is no specialist EMA staff, then the SENCO or lead person for EMA needs to take responsibility.

Professionals must appreciate the complex interplay between the various linguistic, cultural and racial contexts and academic achievement. They need to adopt a positive approach to expectations, aided by ethnic monitoring and to look at results in terms of **shortcomings in provision rather than problems with pupils themselves**. ("Removing the Barriers" DfEE 2000; 26,)

In striving to meet children's multifaceted needs and in creating an inclusive environment for all, schools will need to constantly examine their practices and question processes that may lead to inequality. This needs to involve school staff, governors, parents and other community members in creating an inclusive culture.

Staff's training requirements need to be ascertained and policies reviewed so that race equality policies include the needs of pupils with SEN and SEN policies include the needs of pupils from ethnic minorities.

The EMA+SEN School Self Evaluation Checklist on the following page is designed to help schools to identify their needs.

**Table 1. Statistics and Issues around Ethnic Minorities**

Category (Code of Practice)	1.1 Statistics (University of Warwick, 2006. Cline. Baldwin 1994, Powers 1996)	Issues around ethnic minorities' culture, language and attainment
<b>Cognition and Learning Needs (SpLD, MLD, SLD, PMLD)</b>	Under identification among Bangladeshi, Black African, Black Other, Pakistani and Indian children. Over identification among Gypsy/Roma and Irish Traveller children (and Jamaican New Arrivals* Wolverhampton EMAG 2002)	Under identification requires investigation as to whether the needs of these children are appropriately recognised. It may be that the EAL status may lead professionals to underestimate the nature and severity of cognition and language needs. Working memory difficulties may affect second language acquisition. There are also difficulties with the validity of standardised assessments of bilingual and ethnic minority children. Factors such as negative attitudes, racism, bullying, a curriculum lacking in relevance, high mobility, low attendance and early drop out are implicated with Traveller children. Children from rural areas and war torn countries may have had different learning experiences. Discontinuity in family circumstances may also affect learning.
<b>Behaviour, Emotional and Social Development Needs (BESD)</b>	Under identification among Indian, Bangladeshi and Black African children Over identification among Black Caribbean and mixed White and Black Caribbean children. High exclusion rates of African Caribbean, Roma and Traveller pupils. Over-identification among new arrivals. (local statistics)	This category is linked to deprivation, which may be exacerbated by circumstances affecting refugee and minority communities. Research shows however, that factors other than socioeconomic ones are implicated in the underachievement of Black Caribbean pupils. Factors identified are within school and out of school issues. Schools need to ensure that race equality and anti bullying policies are effectively implemented and that the school environment reflects an inclusive ethos. The curriculum needs to ensure access for bilingual pupils and accommodation to individual learning styles, to avoid frustration Information needs to be collected from different settings, both within school and outside. Disparities in expectations of parents and teachers can be magnified by differences in culture. Admissions and Induction procedures need to be effective.
<b>Communication and interaction needs (SLCN)</b>	Over representation of Chinese pupils. Also higher Selective Mutism among immigrant communities.	It is necessary to show that the child has a difficulty in both first and second language.
<b>Physical and Sensory Needs</b>	Over representation of Bangladeshi and Pakistani pupils for <i>hearing impairment</i> Lower GCSE Attainment.	Possible reasons; consanguinity. The issues for children with a physical difficulty concern dual identity of being both black and having impairment. (Cline 2002) Also the issue of lack of appropriate provision due to a lack of staff from various languages and cultures. It is also possible for mild impairments to be missed.

## **EMA+SEN SCHOOL SELF EVALUATION CHECKLIST**

### **Leadership and Management**

- Are the numbers of pupils, on the SEN register monitored by ethnicity?
- Is the EMA specialist involved in identification, assessment and planning for SEN?
- Are school personnel trained in cultural and linguistic diversity and SEN?
- Do SEN and race equality policies include the needs of children with SEN and EAL?
- Are race equality and behaviour policies in use and consistently adhered to by staff?
- Is the number of exclusions monitored by ethnicity?
- Do school admission procedures include the collection of all relevant information?
- Are induction procedures for new and mid term arrivals in place?
- Has the school got procedures in place to address the particular needs of in-year admissions mobile and transient pupils?

### **Teaching and Learning**

- How do the staff perceive children's different learning styles?
- How is teaching and learning informed by knowledge of the children's learning styles?
- Does planning and teaching take into account the language learning needs as well as curriculum learning needs of children from other cultural or educational backgrounds or who have EAL?
- Are SEN strategies or materials, if used, selected or adapted to meet linguistic or cultural needs?
- Do children with EAL use the first language for learning and to promote self-esteem?
- Do you know if the child attends a supplementary or community school and of progress there?
- Do you know details of all the languages spoken by children at home?
- Does the school collect information about the rate of progression and levels of competence in EAL?
- Is this information used to identify SEN and inform learning?
- Do assessment procedures incorporate monitoring of teaching strategies, classroom interaction and assessment of the classroom environment?
- Is provision made for distance learning for Travelling pupils?

### **Conditions for Learning**

- Is the school visibly welcoming to all children, parents and carers including children with impairments and transient children such as travellers?
- Is information about the school accessible to all regardless of home language or impairment?
- Is it clear from the school entrance hall and brochure that responding to the full diversity of students and their backgrounds are part of the school routine?
- Does the school celebrate local cultures and communities in displays around the school and in classrooms?

- Do all books and resources in the classroom, including those for SEN, reflect the child's cultural background.
- Are school anti-racist and anti-bullying policies in place and in use?

**Parents and the Community**

- Are systems for obtaining translators and interpreters in place and in use?
- Are parents from ethnic minorities involved in the school community?
- Do assessments include information from parents about their child's and their own cultural, educational and linguistic experiences?
- Are parents advised by staff to maintain the home language?
- Are parents empowered to be involved in the child's learning?
- Are support mechanisms in place to support parents' understanding of the SEN system at classroom and policy level?

## 2.2 TEACHING AND LEARNING

This needs to incorporate a cycle of planning, teaching, assessment and review, incorporating knowledge of the child's social and cultural background as well as individual visual/auditory/kinaesthetic characteristics.

**Cultural Background and Learning Style;** (Foster et al 1996 in Cline 2002 p.428).

Teaching will need to be informed by information from parents. Learning styles include:

- Orientation towards the group; co-operative v individual
- Attitudes towards authority; deferential v egalitarian
- Communication style; expressive v constrained.
- Coping style; active v passive
- Learning Style; holistic v fragmented

For example visual and holistic learning may be the cultural learning style of children from a pastoralist background, whereas Western European culture favours an auditory atomised approach. Teaching to a holistic learning style would involve giving an overview of a story, situation or task, and using visual prompts.

Culturally different behavioural expression may be misperceived by teachers. Even such details as eye contact vary widely among cultures, increasing the possibility of misunderstanding between teacher and child.

### **Prior Knowledge**

Consideration of *schema* or prior knowledge is also important to ethnic minority learners, whose experiences may be socially and culturally different, in surprising ways from peers. Culturally relevant texts will aid activation of short-term memory and visualisation. Pre-reading, discussion of illustrations, visuals, topic sentences or keywords can help to set the scene.

### **Role Models**

Families from recently arrived communities may find themselves in low paid and low status employment and in difficult economic and social circumstances. This may mean that children may have few successful role models in their families. Children need to feel that they and members of their community can succeed. This can be greatly facilitated if the curriculum and resources include positive role models.

Role play and drama can also help children see themselves in positions of authority and expertise and thus raise expectations.

### **Children with English as an Additional Language (EAL)**

The important thing for these children is that planning and teaching should take into account their language learning needs as well as the curriculum learning needs.

For children with SEN, language strategies alone will not be sufficient for required progress. However SEN strategies alone will not be as effective if it does not take into account the language needs of the children. EMA,

mainstream, SENCO and learning needs staff need to liaise to ensure all needs are met.

Strategies will include: (See also Appendix v)

- Increased contextual support, pictures, key visuals, etc to support meaning
- Making word mats, lists, glossaries etc. to support vocabulary and/or spellings for curriculum areas
- Identifying key vocabulary necessary to convey gist and meaning for pupils with EAL, in addition to the specialist subject vocabulary introduced to all children
- Using additional adults to pre-teach lessons to support understanding and engagement
- Providing opportunities for modelling and practice of vocabulary use in meaningful sentences
- Providing regular practice at producing comprehensible, coherent passages of discourse, by arranging for presentational talk
- Providing time both for thinking and for the processing of language, before requiring answers to questions
- Regular use of paired and guided talk, and collaborative group work
- Text marking to highlight key language and support reading
- Choosing class texts with clear visuals and accessible language
- Modelling language needed for speaking or writing
- Supporting written outcomes with writing frames, sentence starters and picture prompts
- Arranging for the use of the first language for learning. This should be reflected in ILPs, signs about the room, dictionaries, use of same language peers, bilingual adults and parental involvement
- Feeling confident to allow children to express themselves by writing in the home language if the child is proficient.

### **First Language Assessment.**

The SEN Code of practice (2001), states: “At an early stage a full assessment should be made of past exposure to each of the languages spoken, the current use and proficiency. This assessment will form the basis of planning to meet the pupil’s needs and should be specifically reflected in the short term planning”.

A first language assessment should therefore consist of information from the parent, as well as an assessment of the child.

The form ‘Languages spoken in different contexts’ at Appendix A.ii, assists in the collection of information from parents. In order to be sure of obtaining accurate information from parents we need to reassure them that bilingualism is advantageous and forms a good basis for developing English. (See Advice to parent about the use of first language, Appendix vii, and also ‘Parental attitudes to disclosing language use’, in the section on Bilingualism in chapter 9 of this document).

The ‘First Language Assessment’ at Appendix A.iii, is devised to assess current use and proficiency, including indicators of conceptual development particularly useful for younger children. Care must be taken however, as if the interpreter is unfamiliar to the pupil or is not an educational professional; the

child is unlikely to reveal their full ability. Therefore, information obtained must be corroborated by the parent or by observation, before conclusions are made.

### **English Language Assessment**

Many schools and LAs use the NASSEA Steps system. (Appendix A.iv) This is based on “A Language in Common” (QCA 2000), extended to reflect academic proficiency. This enables schools to track children’s progression in EAL over time. This information should be central to identifying a child’s special educational needs or informing planning and assessment for learning. (Findlay, 2007)

It can be useful to compare progress in oral language with progress in literacy, or to compare rates of progress with that of peers or siblings. Step assessments can also help to assess the effectiveness of interventions.

Strategies to move children on from each step level are at Appendix A.v.

### **Background information**

EMA, SEN and mainstream staff, need to liaise to maintain a profile of relevant information:

Assessment for ethnic minority children must be a continuous process over time (SEN Code of Practice, 2001) of collecting attainment and background information and analysing responses to teaching strategies.

Much of the information will already be available if admissions procedures and record keeping systems are thorough and obtain detailed information about the child’s prior experiences. (See example admissions form at Appendix A.i.)

Relevant details from formal and informal interviews with the parent need to be recorded. (See parent interview prompt sheet, Appendix A.viii)

The child’s views need to be obtained also. (See pupil interview prompt sheet Appendix A.ix)

For ethnic minority children, as SEN arise from an interaction between the child’s difficulties and the educational environment, then assessment must also involve a detailed analysis of the classroom environment.

This can be assisted by using the EMA+SEN identification and strategies checklist (Appendix A.xv) to examine if existing teaching strategies and resources are compatible with the child’s language development levels and prior experiences.

### **Standardised assessments**

These are not valid for ethnic minority groups as they are standardised on monolingual English speaking children and consistently under estimate ability. This could account for the lower identification of SpLD pupils among bilingual children and could instead lead to a diagnosis of MLD and a lowering of expectations. In addition such tests may label children, whilst not being suggestive of culturally and linguistically appropriate teaching strategies. Where used, whilst strengths may be identified, where pupils underachieve, results need to be corroborated by observations in supportive curriculum contexts. Standardised tests should not be used to assess new arrivals against age related performance of other children or to assess children *who have had dissimilar educational and linguistic experiences to other children.*

- Reading tests (eg. Neale Analysis of Reading Ability, NARA) consistently show lower comprehension levels for EAL children
- Non-verbal reasoning tests – in the U.S. such tests have been shown to underestimate ability of African American pupils and to correlate with amount of time in education
- Receptive vocabulary tests; British Picture Vocabulary Scale BPVS- although having norms to 8 years for EAL children, should not be used for comparison with other pupils.

### **Screening tests**

- Tests of phonemic awareness; Research suggests that where EAL or ethnic minority children have had phonemic teaching of reading, they do as well or better than the mainstream population on all aspects except rhyme. Some schools in different cultures may not teach literacy using a phonic method eg. where language is tonal as is Chinese, or where a whole word method is used for example in parts of Jamaica. Such children may perform poorly on phonemic tests yet not have SEN
- Tests of naming speed. EAL children have scored highly on naming speed and Deponio et al (2000) suggests that such screening tests may assist in the early identification for EAL pupils with some types of SpLD
- Tests of coordination and balance; These may be useful as long as prior experience of eg. cutting, drawing, bead threading etc. is taken into account as some cultures may not promote certain activities.

### **Attainment**

Attainment in the curriculum needs to be viewed in conjunction with

- Language development or Step levels (Appendix v) A higher performance in oral assessments in comparison with literacy levels may indicate SpLD
- Additional Curriculum and Pastoral Support needs assessment (ACPS) (Appendix vii). This facilitates a consideration of attainment in social and cultural context.

## **2.3 CONDITIONS FOR LEARNING**

Bullying and name calling of a racist nature are a common feature of the experience of many children from ethnic and religious minorities in school. Teachers may not be aware of the phenomenon and may sometimes fail to appreciate the impact on the victims. (Cohn, 1987 in Cline, 2002 p.422)

A child must feel safe and valued and the following aspects apply:

- An ethos and environment that is welcoming to all children and parents and carers, including those with impairments and transient children such as Travellers
- Systems for admission and induction for new and mid term arrivals
- Accessible information to all regardless of home language or impairment
- A school brochure clearly responding to the full diversity of students and their backgrounds is part of the school routine
- An entrance hall reflecting the diversity of the school community
- Facilities for parents/carers/ community
- Multilingual displays which promote language awareness
- Celebration of local cultures and communities in displays around the school and in classrooms
- Displays that include global perspectives
- Culturally appropriate curriculum that promotes each pupils' strong sense of self and positive attitudes towards others.
- Books and resources in the classroom to reflect the children's cultural backgrounds
- Reading materials in the school and class library that include positive role models
- Coverage in the curriculum of interpersonal behaviour amongst pupils, including racist name calling and bullying.

## 2.4 PARENTS AND COMMUNITIES

Parents should be fully informed about assessment, teaching strategies and involved in reviews.

Information from parents as part of the ongoing process is also vital in improving the appropriacy of assessments and teaching. Records will need to be kept on formal and informal meetings.

The revised SEN Code of Practice highlights the need to:

- Translate any relevant documents into the family mother tongue
- Ensure that interpreters are available to the child and family both in the preparatory stages and in the review meeting
- Ensure that any professionals from the child's community have similar interpretation and translation facilities in order that they contribute as fully as possible to the review process
- Ensure that if possible, a bilingual support teacher or teacher of EAL is available to the child and family DfEE 2000a: 91  
"... in the early years ... it is for the LEA to ensure it is provided. (DfES 2001, para 2.13 in Friedrikson and Cline 2002, p.17.)

### Use of Interpreters

Interpreters, are essential in ensuring full communication between the family and the school. Ideally the interpreter will be a member of the school community, but this is not always possible.

- To ensure confidentiality, always **ask the parent** if they are willing to speak to or have their child assessed through an interpreter. It is advisable also to give the name of the interpreter to be used, if required. The family may know the interpreter and may not wish them to be a part of the discussion of such sensitive issues. Alternatively, they may wish to suggest a member of the family or community, who speaks English
- Check that the interpreter is competent in the language required, i.e. that they are using their own first language, or have proficiency that is developmentally appropriate for the child. In addition the interviewer must be alert to the fact that the interpreter may speak a different dialect to the family
- Where it is not possible to obtain an interpreter who speaks the child's first language, then interviews but not assessments may take place in a mutual second or third language. Any difficulties in response to questions must not be taken as evidence of difficulties with learning or cognitive development. This may be the case for example, with Roma children who may have travelled through many countries
- Impartiality must be maintained. Whilst the interpreter may be useful in providing or helping the parent to give background information about the language, country or culture, opinions on the child's language or cognitive development are not to be relied on, since they are not specialists
- If the interpreter does not know the child, they are likely to under-perform on tasks and conclusions must not be based solely on the result of the assessment. The response of the child must be noted and the issues investigated with the parents. Parents are likely to give good evidence of language development of the child providing they are reassured that you are there to help.

### **Meetings with parents**

To ensure that the opportunity for full communication with the family is maximised, it is advisable to plan carefully for, and keep records of interviews or meetings. Looking at the EMA/SEN Identification and Strategies Checklist in Part 1 will help you to decide on questions to ask as well as documents in the Appendices such as the prompt sheets for parent and pupil interviews (Appendices viii and ix).

Full and good communication with parents and community will empower them to support their children. Research has shown that ethnic minority parents are very interested in their children's learning but demonstrate this in different ways to mainstream parents. In the study, teachers interpreted this as lack of interest. Also, where parental educational experiences differed from that of their children, their success in supporting the children's learning depended on how they negotiated the gap. Thus involving parents in the classroom will be an essential part of bridging the gap between cultural norms and practices of the child's home and community and that of the school.

Great sensitivity will also need to be shown in dealing with parents as understandings of needs and impairments vary in different cultures. Pupils from ethnic minority cultures are often inevitably dependent on the school for advice and support and schools need to be proactive in meeting the additional needs of the parents.

# BACKGROUND INFORMATION



## PART THREE

Minority Ethnic Pupils and Special Educational Needs



# MINORITY ETHNIC PUPILS AND SPECIAL EDUCATIONAL NEEDS

## PART THREE: BACKGROUND INFORMATION

### 3.1 BILINGUALISM

Bilingual children are not a homogenous group, and schools need to know the backgrounds of the pupils in order to meet their needs. Hall (2001) distinguishes;

- **'Elite' bilinguals** from a professional family who choose to travel abroad for business, diplomatic or academic reasons. The first language is maintained and they will not be educationally disadvantaged if full fluency in the second is not achieved.
- **Linguistic majorities** who are from a large group learning a prestigious language (like English in Hong Kong)
- **Bilingual families** where one parent speaks a language different to the majority in the community. If this is a minority language, there is less likely to be economic pressure to be bilingual, although there may be family pressures.
- **Linguistic minorities** from refugee, immigrant or minority group families. The home language may have a low status or be of little economic value in the new society. It may be essential to learn English for economic survival, but there may also be pressures from the family to maintain the home language and culture. Many will receive instruction in community or supplementary schools.

#### **The advantages of bilingualism**

Benefits include:

- More flexible thinking
- Increased conceptual development
- Access to more than one culture or community
- Maintenance of contact with home culture and extended family
- Continued intellectual development via first language supports later development of higher level additional English language in school
- Increased job opportunities

The slightly lower language development in the early stages of acquiring EAL in school is overwhelmingly compensated for by the benefits above.

### **Bilingualism at school**

An inclusive and supportive school will help children to value and progress in all their languages. This will entail providing bilingual staff and resources, and helping to support the conceptual development of the child until English is sufficiently fluent to support learning.

### **Parental attitudes to disclosing language use**

These can be affected by lack of knowledge of multilingual language development and psychological factors.

- They may think we are only interested in information about the development of English
- They may think we disapprove of any non English use at home
- They may feel guilty that their lack of English is 'holding their child back'

In order to be sure of obtaining free and full information about languages in the family, explain and reassure before investigating this aspect

- That we know bilingualism gives many advantages
- That research proves that children learn English as an additional language at school better if their home language is well developed.

### **Diversity of languages within families**

Family members may have very different language histories and abilities.

Parents may not speak the same primary language. They may speak to each other using a shared additional language or they may even not have a shared language.

Siblings may have different language histories due to the family moving countries.

The family's best or only English speaker may or may not bring the child to school. Therefore we cannot make assumptions. We have to carefully investigate, to establish the full language environment of the child.

### **Advice to parents on language choice**

This will depend on full information from the family.

In the past, professionals have mistakenly advised parents to speak only English to their children. Multilingual parents may not have well developed English and can usually support their child's conceptual development best in their first language. They need to be advised to speak their most natural language to the child. (see Appendix A.vii)

Parents with high levels of English may have learned this academically rather than naturally. Academic language involves more difficult vocabulary, is learned out of context and is mapped onto ideas that have already developed. The language may be at too high a level to use appropriately at the early developmental stages needed by their child if it is experiencing difficulty. They also reduce the child's potential to be bilingual like them. So even with parents who have high levels of academic English, we need to investigate their language history and use, carefully.

**Sometimes this usual advice is not appropriate** and the advice of speech and language professionals will need to be sought.

### **Bilingualism and SEN**

Bilingualism does not cause communication disorders. The home language environment can be very complex but children usually manage unless there is another difficulty. Poor first language development however can be a major indicator of a special need. This needs to be ascertained on admission to school. (see Appendix A.i) Also **if a parent expresses concern**, then this should be fully investigated and professional advice needs to be sought.

## 3.2 THE DEVELOPMENT OF ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Language development varies according to different individuals and circumstances. However research indicates that it takes around 2 years of exposure EAL to attain a basic oral competency and 5-7 years exposure to achieve academic proficiency in English.

### Development of Listening and Speaking

#### 0-2 years of exposure to English

- On entry to school a child may be expressive; through body language; repeating 'formulaic' words and phrases that are not fully understood; or not knowing the rules or recipes for engagement, the child's behaviour may be **inappropriate**.
- Conversely the child may be withdrawn and quiet, not wishing or daring to speak until sufficiently competent. This is known as **the "silent" period**, which may last around 6-8 months. During this time the child must be included in activities and made to feel secure without being pressured to speak.
- Occasionally the child may refuse to speak for an extended period-sometimes years. This is called **Selective Mutism** for which specialist help must be sought. Associated factors include; family fear such as being a refugee in a hostile community; extreme frustration felt by staff against the child; characteristics of obstinacy attributed to the child; staff and peers' acceptance of situation serving to perpetrate it. Often however a warm, supportive environment where the child feels safe may be all that is needed.

The way we learn a new language is based on our experiences of other languages. Therefore children with the same home language experience consistent difficulties. For example, if the way that the sentence is constructed is different, then learners are likely to mix up sentence order. Finding out as much as possible about the home language will help staff to understand errors. Making errors is a natural part of language learning and children should feel able to experiment. By responding to meaning and modelling the correct language staff can promote confident language learning.

### **2-7 years of exposure to English.**

- After 2 years exposure to EAL, children will normally have achieved **conversational fluency** in spoken English. However such things as attendance and long absences need to be taken into account.
- From 2-7 years there will still be linguistic gaps in respect of **abstract language** associated with academic learning and thinking, particularly if not literate in the first language. Children will need opportunities for extended oracy to develop command of a range of vocabulary, verb tenses and components of complex sentences. Collaborative group work, recounting events and reporting back have been demonstrated to be beneficial for EAL learners' language development.

## **Literacy Development**

### **0-2 years at school**

- Initially, there may be a discrepancy between sounds learned in the first language and sounds in English. Therefore the child may need extra support to hear certain sounds. However after a short period of tuning in to English, research shows that progress in developing phonemic awareness and learning to read and spell for pupils with EAL is as good or better than monolingual peers. The important thing is a rich language environment to develop spoken language through all curriculum areas, and book language and knowledge through interacting with a variety of genres.
- Awareness of home literacy practices may help the teacher to build onto children's prior experiences as well as filling in any gaps. If literacy is well developed in the first language, the children will learn to read in a second language easily and may find it useful to write in their first language.
- If literacy is not well developed in the first language, then the child may take longer to learn to read and gain phonemic awareness. If the family of the child is not literate, then it may take even longer. This should not be confused with special needs and literacy learning needs to take place in the context of familiar books, words and phrases.

### **2-7 years at school**

- As children gain decoding skills, the level of grammatical and vocabulary development required to read books that are age appropriate for native speakers of English, rises above that of many EAL children. This makes reading comprehension an issue for EAL children. Poor responses to questions requiring inferential comprehension may lead to assumptions of low cognitive levels and assumptions of SEN when in fact there is a language issue. Children need rich literacy learning experiences and support in accessing books to develop vocabulary and text knowledge.
- Children's writing is enhanced by opportunities for focused speaking and listening and explicit teaching, in order to gain command of advanced grammatical phrases required to write in a range of genre.

If a child's spoken or written academic language development does not keep up with the demands of the curriculum, difficulties in learning, attainment and behaviour are likely to occur. Progress needs to be monitored using NASSEA Step levels (Appendix A.iv) in conjunction with attainment in the curriculum, involving EMA and mainstream staff.

### 3.3 CHILDREN OF AFRICAN and CARIBBEAN HERITAGE

**Research findings** (from: Priority Review: Exclusion of Black pupils; “Getting it. Getting it Right.” DfES 2007)

- Black Caribbean and mixed white and Black Caribbean pupils are over represented in SEN categories at SA and SA+ for Behaviour related SEN types.
- Under baseline entry tests, Black pupils outperformed their White peers at the start of school. The observation based Foundation Profile reversed this pattern.
- Black Caribbean pupils are nearly three times more likely than White peers to be excluded, even after all other background factors have been taken into account. (Priority Review: Exclusion of Black pupils; “Getting it. Getting it Right.” DfES 2007)
- Black pupils are disproportionately put in bottom sets.
- They are routinely punished more harshly, praised less and told off more often

In school and out of school factors seem to make a contribution to the picture of Black exclusions. It is thought that institutional or unintentional racism plays an important part particularly in exclusions of African Caribbean children and current practice needs to reflect this. Exclusions are also an issue for Traveller and Roma pupils and good practice in schools has been identified as:

- strong leadership on race equality
- race equality policies in place and in use
- a recognition that recognizing ethnic difference is not inconsistent with affording equal value to all people
- tracking progress of individuals through the disciplinary process and identifying those at risk of exclusion from an early stage
- monitoring classroom interactions where pupils are at risk
- ensuring behaviour policies are consistently adhered to by staff
- using restorative and preventative approaches to behaviour that seek to mediate the root causes of conflict
- seeing exclusion as a last resort and a failure of school strategies
- involvement of pupils themselves in shaping the rules and disciplinary process
- effective communication with and involvement of, ethnic minority parents in the disciplinary procedure.

## 3.4 GYPSY, ROMA, TRAVELLER CHILDREN

There are several distinct groups of Travellers: European Roma, Irish Travellers, English/Scottish/Welsh Gypsy, Showmen, Bargees, Circus and 'New Age'. European Roma, Irish Travellers and English/Scottish/Welsh Gypsies are protected as ethnic minorities under Race Relations legislation. Showmen, Bargees, Circus and 'New Age' travel for occupational reasons or as a lifestyle choice. European Roma will usually have English as an Additional Language and many are new to the UK.

Travellers often need a range of support, including signposting to health services, help with accessing nursery, school and FE places, in-class support and home/school liaison. There are specific challenges that schools may face working with these often highly mobile children and young people. They may have attended a high number of schools by the time they reach secondary school and had periods of home education and/or distance learning. Additionally some Traveller parents' low levels of literacy and lack of engagement with schools can impact on their children's educational achievement.

There will be challenges about tracking children, ensuring that records keep pace with mobility and children arriving mid-term in new schools when friendship patterns and normal transition and induction procedures, including eg. KS2/3, and option allocations at KS4, have all been completed. All this increases the difficulty of identifying and meeting the needs of Traveller children who have physical disabilities, sensory impairments or learning needs. Traveller children may miss out when educational programmes are sequential and of a time limited duration, such as wave 2 or 3 interventions, as they may not be attending a school at the right time to access the provision or schools may not include them in such programmes if they expect the family to be moving on.

Some Traveller children have regular patterns of mobility eg. have a base school and travel with their families between March and October each year. Some travel with very little warning. Others rarely travel during school term time. It is the responsibility of the school to get to know each family and to build effective relationships with parents/carers to facilitate continuity of education for the children if necessary, eg. through distance learning.

Schools need to:

- Have friendly, welcoming, inclusive environments
- Have good, flexible induction procedures for mid-term arrivals
- Work closely with the Traveller Education Services and EMA staff
- Be clear about gaps in education (additional needs) as opposed to SEN difficulties (learning needs) and ensure that Traveller children are able to access appropriate interventions
- Work to alleviate barriers for highly mobile children such as uniform, free school meals and transport
- Encourage Traveller parents and communities to engage with their children's education
- Have effective anti-bullying and anti racist policies

### 3.5 INTERNATIONAL NEW ARRIVALS: *Children and young people, including refugees \*, European Roma and others recently arrived from overseas*

#### Meeting the Needs of International New Arrivals (often arriving mid-term)

Could my new arrival be suffering from a reaction to extreme circumstances?  
What shall I do?

When I first came to this country the most important thing to me, was going to school and making friends.

For refugee children and other young people with disrupted educational and life experiences to restore normal life as much as possible and as soon as possible is an important intervention.

#### **Good Practice in Schools**

Good practice will generally address the needs of pupils and their families.

- welcoming admission/induction procedures and processes
- buddy system
- effective communication with parents using interpreters and translated information leading to successful interactions
- bilingual/EAL support for pupils
- inclusion and welcome activities
- active listening skills
- effective management of racism/bullying

#### **Past and Present Circumstances**

In their present lives there are many stresses, for example, uncertainty regarding an asylum claim; the threat of dispersal and deportation; poor accommodation: unemployment and economic hardship.

Families may be fragmented as a consequence of past separation or death. Uprooting and moving between cultures will have engendered multiple losses. All of these events and circumstances may produce strong emotion. It is unsurprising therefore that there is an impact on emotional well being and distress is common.

However, it is important not to assume that the past is necessarily a problem. It could be the present situation or a combination of the past and the present which may contribute to stress. It is important to recognise and address this but **care is needed not to pathologise what may be the natural expression of grief and distress concerning extreme experiences.**

**\* The term refugee is used to stand for those applying for refugee status (asylum seekers), those granted humanitarian protection or discretionary leave to remain, as well as those with full refugee status who have indefinite leave to remain.**

**Strengthening and Developing Resilience**

Despite exposure to adversity many refugee children and young people do not appear highly distressed and do well in school. These children are often thought about as ‘resilient’.

Resilient behaviours or qualities are held to be confidence; self-esteem, social problem-solving and a belief in the capacity to influence events. Resilience is not an attribute of an individual. It can be developed through relationships and processes occurring within the family, school and community.

School can create a caring climate; develop and teach social and emotional competence and teach/develop effective coping strategies.

**Strategies Which Should Be Tried**

<p><b>Background</b> It is important to develop your own knowledge of international affairs as this will provide useful insight into issues affecting new arrivals. Provide an environment where the parents can be asked about: - Anything in the past which may have caused distress.* - Pre existing conditions+ - Length of time out of school including on arrival in UK as this can have an impact.</p> <p>* If parents or child do not volunteer information you should respect their right to privacy +Conditions may not have been recognised or acknowledged in country of origin and this should be respected.</p>	<p><b>Valuing Prior Knowledge/Experience</b> Give the child a chance to show you what they know and be impressed. It is important that children can build on their past and do not think that they have to re-learn everything they ever knew. Give a chance to opt out if they choose not to participate. Give a chance to speak or write in own language (whether you understand it or not). Give a chance to make a book/display about things that are important using pictures of past and present. Work round likes/dislikes and what child is good at. Stories from past culture Sending postcards.....etc.</p>
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<p><b>Safety</b>  Ensure the child knows that you are concerned that they are treated well by children and adults. Ensure that they see you following up anything which may have upset them.  Build a strong routine so that the children know what to expect.  Ensure that the child understands rules and routines fully.  Reinforce with activities (eg. lotto with instructions, going into the playground in small groups so that child can understand how to use each area) and of course, praise.</p>	<p><b>Feeling a sense of belonging</b>  Make sure the child has friends through:  A buddy system.  Activities around ‘what makes a good friend’  Give child and target friendship group fun activities to do together to develop bonding.  Teach the children in your class how to help new child and support their empathy around being new in school, not having had a school experience before, not speaking same language as peers etc.</p>
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A range of approaches to promoting mental health and well-being are currently being developed through PSHE and through developing good practice around death and bereavement.

**Continuing Concerns?**

At times, however, teachers may have continuing concerns regarding the emotional needs, social functioning and learning of individual children. This may be due to present difficulties or previous experiences.

These children may appear sad, withdrawn, isolated. They may appear tired and complain of sleep problems including nightmares. Their concentration may be poor and they may display high levels of activity. Young children may cry frequently, cling to adults or lose previously acquired skills. Their play or drawings may convey the young child’s preoccupation with a disturbing event.

Such children could benefit from a range of school-based preventative interventions that can address their emotional, psychological, social and educational needs eg. the MCC Emotional & Trauma Support Team. (see Appendix B)

**NB** All refugees are normal children and young people who may have had extreme experiences.

**Each is a unique individual with the full range of needs.** Individuality should be respected.

## 3.5 SPECIAL EDUCATIONAL NEEDS

### **Cognition and Learning Needs**

This category includes specific difficulties in reading, writing and/or numeracy or more general difficulties involving understanding across a wider range of curriculum areas. Difficulties include memory for sounds, names, letters, language, speed of processing, coordination, and/or conceptual development. SEN approaches often involve visuals, auditory and kinaesthetic approaches as well as repetition to aid *memory*. They traditionally tend to focus on basic skills and word level work.

EAL approaches involve visuals and body language to aid *meaning* and access to the curriculum. They tend to focus on whole language and the social and cultural context.

Sometimes children, particularly when new to English, have difficulties remembering information, particularly when operating in two languages and cultures. Later stage learners may also have gaps in experience resulting in lack of comprehension. This may lead teachers to think there are additional special needs.

Children with SEN and who are from minority ethnic communities may need both types of approach, including additional contextual support for meaning, as well as support for memory or other particular special need, as appropriate.

### **Behaviour, Social and Emotional Needs**

These include difficulties within the child, attention deficit disorder, and external social/emotional problems. The difficulties persist over time and may include hyperactivity, defiance, stress, lack of socialisation, lack of co-operation and sharing, low socio economic status or inability to form relationships. Invariably learning suffers, and a high proportion of children with behaviour needs also have learning needs.

SEN approaches reflect the various psychological theories in using behaviourist, cognitive and social interactionist approaches. Thus behaviour modification, counselling, therapeutic and other approaches derive from these. SEN approaches need to take into account, in addition, the socio cultural factors that may be relevant to a particular child as regards cultural learning styles, identity, racial discrimination, and experiences in different countries, parental expectations. Various interventions including circle time, role play, time out, social stories, may need to be adapted to suit social and cultural needs.

### **Communication and Interaction Needs**

Any delay or impairment in developing the first language will affect the development of the second, which is learned in less familiar circumstances. The trajectory of English language development may well differ from that of monolingual children with SEN, as well as from other bilingual pupils.

SEN approaches tend to focus on questions and vocabulary, which for some ethnic minority children, may need to be supported by the provision of language models, meaning and context. Where social stories are involved for

children with Aspergers' Syndrome or Autism, further contextual support may be required to support understanding.

A lack of experience of different cultures and learning styles may lead to problems for professionals in identifying difficulties where these are less obvious.

### **Physical and Sensory Needs**

Disabilities may be viewed differently in different cultures and sensitivity is required with parents. As there may be no medical records for new arrivals it is necessary to be alert to ensure all needs are identified. Sometimes it may be difficult to spot mild sensory impairments.

Children with physical needs may well have cognition, behavioural or communication needs also.

Issues of language, culture and identity need to be taken into account in assessment and provision.

Research (Powers 2002) points to factors relevant to the achievement of deaf children including:

- Whether English is the language of the home
- Ethnicity and family socio-economic status

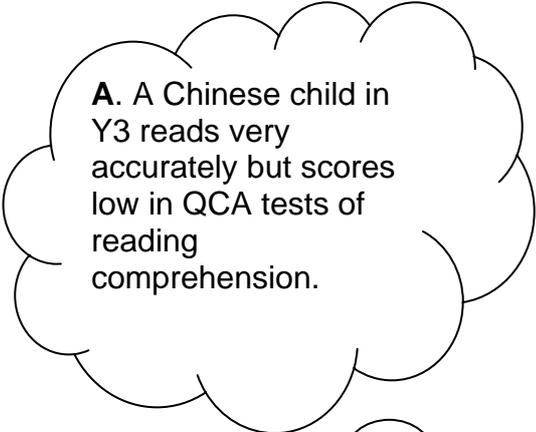
Turner (1996) points to the lack of qualified staff able to converse in a minority language. Sharma and Love (1991) find that diagnosis may be delayed because professionals do not trust black parents' observations about their children or are confused about normal patterns of language development in bilingual communities.

### **Wave 2 and Wave 3 Interventions**

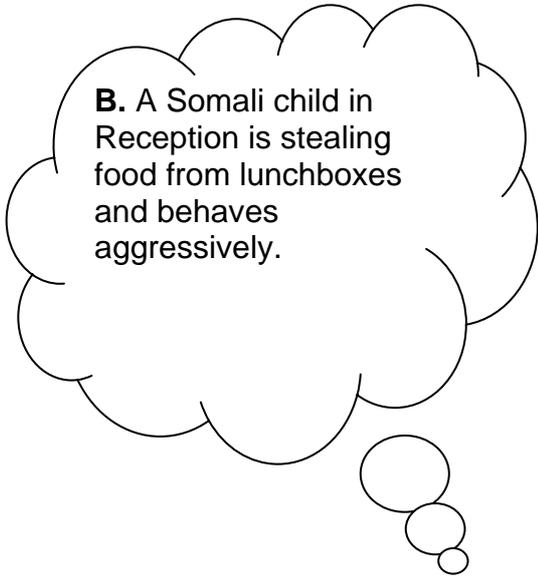
These have arisen from research and practice within predominantly mono-cultural communities, and do not take into account issues specific to ethnic minorities. There is an assumption that interventions per se will deliver equal outcomes for all ethnic groups, which needs to be questioned.

Broadly, interventions need to be adapted to ensure cultural and linguistic relevance. In addition pupils may have other cultural and linguistic needs which need to be met, as regards curriculum access and parental involvement.

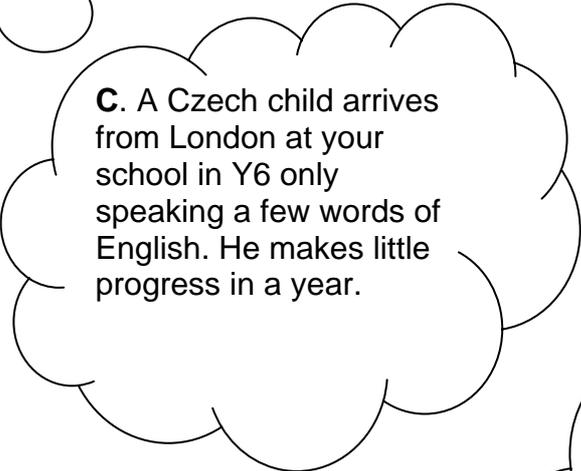
## WHAT SHOULD WE DO? Questions



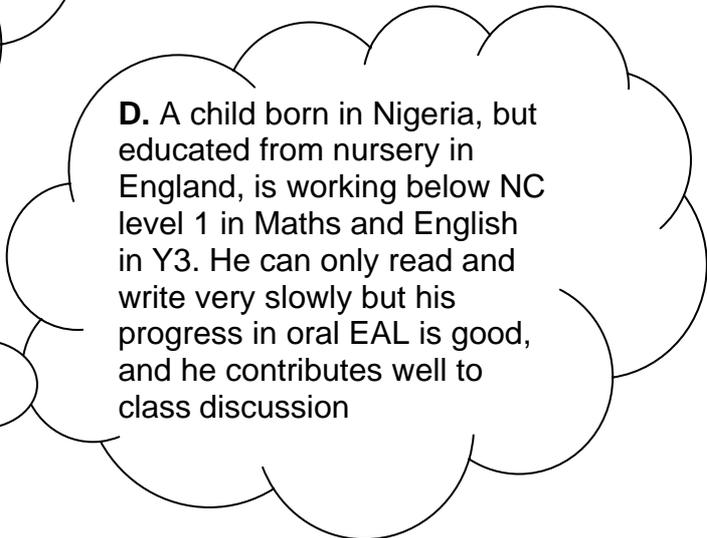
**A.** A Chinese child in Y3 reads very accurately but scores low in QCA tests of reading comprehension.



**B.** A Somali child in Reception is stealing food from lunchboxes and behaves aggressively.



**C.** A Czech child arrives from London at your school in Y6 only speaking a few words of English. He makes little progress in a year.



**D.** A child born in Nigeria, but educated from nursery in England, is working below NC level 1 in Maths and English in Y3. He can only read and write very slowly but his progress in oral EAL is good, and he contributes well to class discussion

Answers on next page.

## WHAT SHOULD WE DO? Answers;

**A.** Find out how long she has been learning in English. This could be normal if this is 2-5 years, when she may continue to need support with EAL development and extra guided reading sessions, but would not have SEN.

**B.** Find out about his prior experiences. In fact, this boy had been in a refugee camp where food was in short supply. Finding food enabled him to survive. He eventually settled into routines and made normal progress.

**C.** Find out about his previous family and educational experiences. Obtain a first language assessment and find out how long he was learning English. In fact he had been in English education since the age of five years. The first language assessment showed his Czech language was as undeveloped as his English. This boy had communication and family difficulties. He made progress following language development strategies devised by a Speech and Language teacher and delivered by a TA. He also benefited from drama therapy.

**D.** His Teacher developed good relations with the parents and his mother came into class to demonstrate African clothes to the children. Questions relating to his past development lead to the discovery of a visual difficulty. The Service for Visually Impaired children was contacted and provides useful advice about seating, lighting etc. The child's problem eventually stabilised and he began to catch up with his maths and literacy and to eventually exceed age related norms.

# APPENDICES



## PART FOUR

Minority Ethnic Pupils and Special Educational Needs



## PART FOUR : APPENDICES

### A - Information Gathering and Assessment

- i. **Sample Admissions Form** - The minimum information needed for a bilingual pupil
- ii. **Languages spoken in different contexts** - A proforma that may be used to obtain a detailed picture of the child's language use
- iii. **First Language Assessment**- A sample of assessment questions based on Hall (2001)
- iv. **EAL Assessment (NASSEA Steps)** - Descriptors of English language development
- v. **EAL Strategies** – Strategies to promote language development at each step level
- vi. **Assessment checklist** - minimum information needed on which to base initial diagnosis of learning needs
- vii. **Advice to parent about use of Bilingualism** - An information sheet for teachers to hand to parents. The school could add their logo and have it translated into different languages when bilingual support is available
- viii. **Prompt sheet for Interview with Parent/Carer** - To help you to decide what information you need from the parent/carer, and for recording the information
- ix. **Prompt sheet for Interview with Pupil** - To help you think about what questions you might ask to obtain an insight into the child's point of view
- x. **Stress Indicator Checklist for Refugee and Asylum Seeker Children** - To assist your decision as to whether the child has additional needs
- xi. **Stress Indicator checklist for Indigenous Children** - To assist your decision as to whether the child has additional needs
- xii. **Teacher Self-Evaluation (BESD/Race Equality focus)** - To help the reflective practitioner take an objective view
- xiii. **The Diversity of Ethnic Minority Children** - A handout useful for inset and reflection
- xiv. **Dyslexia and the Bilingual Learner** - An observation sheet to help with identification
- xv. **SEN+EMA+EAL Assessment** (additional to normal curriculum and assessment)
- xvi. **SEN+EMA+EAL Features to Aid Identification**

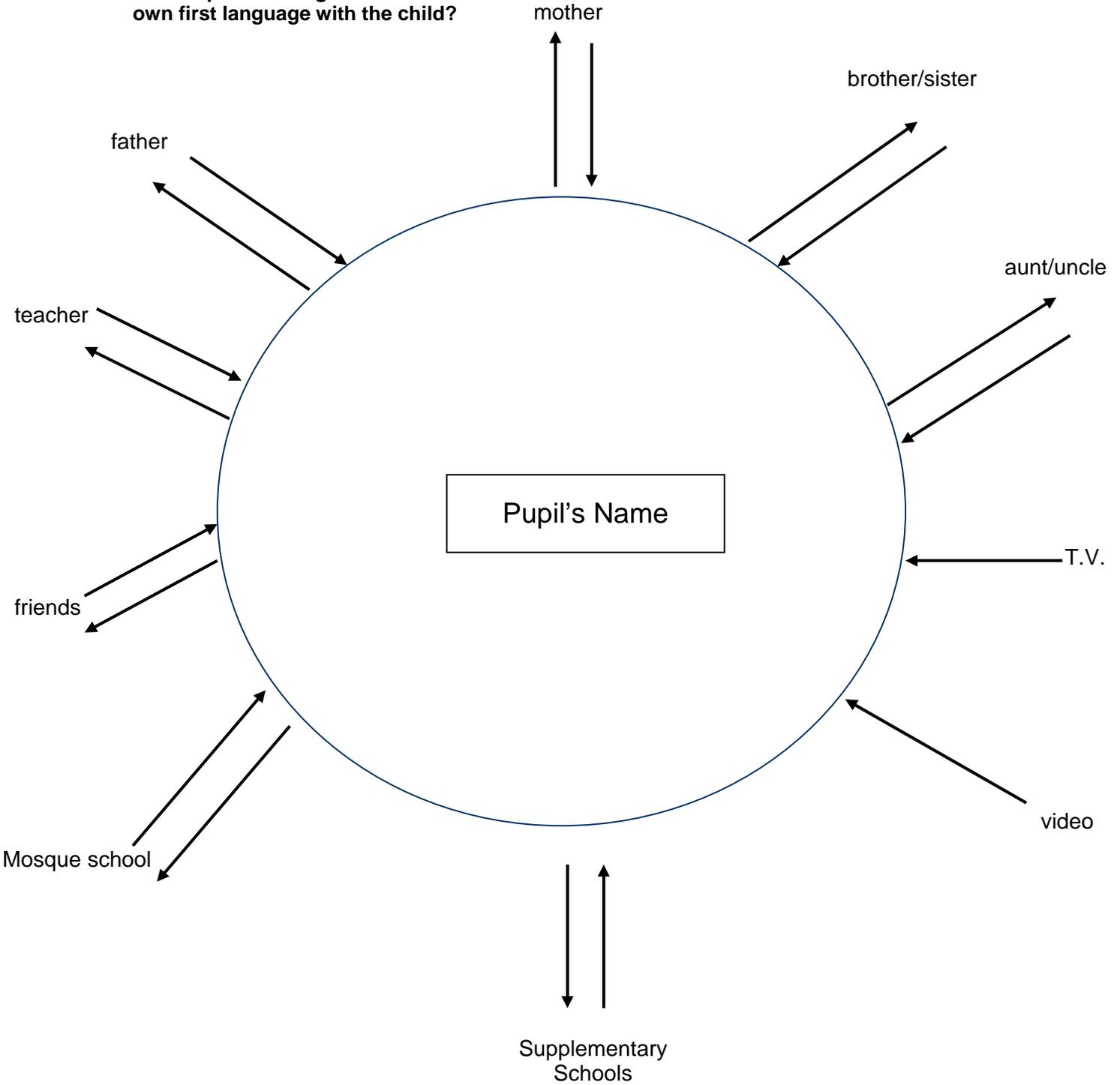


LANGUAGES SPOKEN IN DIFFERENT CONTEXTS

English  
E)

First Language  
L1)

Is each parent using their own first language with the child?



Languages used

L1: \_\_\_\_\_

L2: \_\_\_\_\_

L3: \_\_\_\_\_

(Include dates of exposure to which languages)

**FIRST LANGUAGE ASSESSMENT**

NOTES: The assessor should carry out each of the tasks below with the pupil. Instructions and prompts are to be given in the pupil's first language. Tasks 1 & 2 will require a set of pictures. Remember to praise the child after each task. Record as much as possible of the actual language spoken by the child.

**TASK 1: NARRATIVE**

"Tell me what is happening in these pictures?"

**PROMPT**

*"Look at these pictures. They tell a story.  
With prompt  
Who are in the pictures? What are they doing?"*

**PUPIL'S RESPONSE**

Good      OK      Poor

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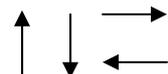
**COMMENTS ON PUPIL'S ORAL RESPONSE**

**TASK 2: SEQUENCING**

*"These pictures make a story too.  
circle the  
They are all muddled up.  
orientation  
Can you put them in order to tell a story?"  
used*

Record the order in which  
the child sorts the cards

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PROMPT *"Which picture do you think comes first?"  
"Which picture comes next? What's the story about?"*

**COMMENTS ON PUPIL'S SEQUENCING & ORAL RESPONSE**

**TASK 3: RECOUNTING PERSONAL EXPERIENCES**

*"Tell me what you did ...in class this morning/  
Prompt  
at home last night/before you came to school this morning/  
in the playground at break."*

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**COMMENTS ON ORAL FLUENCY**

**TASK 4: COMPREHENSION**

**“I am going to ask you to give me some things. Listen carefully to what I ask you to do.”**

Ask pupil the following questions:

Tick box 1 if the child hands you the object. Tick box 2 or 3 if the child says the name of the object.

1            2            3  
                 L1          Eng

<b>“Give me the thing I need to open the door. What did you give me?”</b>	<b>KEY</b>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 15px;"></td> <td style="width: 30px; height: 15px;"></td> <td style="width: 30px; height: 15px;"></td> </tr> </table>			
<b>“Give me the thing I can read. What did you give me?”</b>	<b>BOOK</b>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 15px;"></td> <td style="width: 30px; height: 15px;"></td> <td style="width: 30px; height: 15px;"></td> </tr> </table>			
<b>“Give me the thing I need to cut paper? What did you give me?”</b>	<b>SCISSORS</b>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 15px;"></td> <td style="width: 30px; height: 15px;"></td> <td style="width: 30px; height: 15px;"></td> </tr> </table>			
<b>“Give me the thing that tells me the time. What did you give me?”</b>	<b>WATCH</b>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 15px;"></td> <td style="width: 30px; height: 15px;"></td> <td style="width: 30px; height: 15px;"></td> </tr> </table>			
<b>“Give me the thing I need to comb my hair What did you give me?”</b>	<b>COMB</b>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 15px;"></td> <td style="width: 30px; height: 15px;"></td> <td style="width: 30px; height: 15px;"></td> </tr> </table>			
<b>“Give me the thing I need to eat with. What did you give me?”</b>	<b>SPOON</b>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 15px;"></td> <td style="width: 30px; height: 15px;"></td> <td style="width: 30px; height: 15px;"></td> </tr> </table>			

**COMMENTS ON PUPIL'S RESPONSE**

**TASK 5: FOLLOWING VERBAL INSTRUCTIONS**

Read out the following instructions.

Tick the box if the pupil carries out the instructions.

<b>“Put the scissors in your hand. Put the key <u>under</u> the chair. Put the watch <u>on</u> the book.”</b>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 30px; height: 15px;"></td></tr> <tr><td style="width: 30px; height: 15px;"></td></tr> <tr><td style="width: 30px; height: 15px;"></td></tr> </table>					
<b>“Put the spoon <u>on</u> the table and the comb <u>next to</u> Put the watch <u>on</u> the chair and the scissors <u>under</u></b>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 30px; height: 15px;"></td><td style="width: 30px; height: 15px;"></td></tr> <tr><td style="width: 30px; height: 15px;"></td><td style="width: 30px; height: 15px;"></td></tr> </table>					<b>the book. the table.”</b>
<b>“Stand up. Take the book to the window. Come and sit down.”</b>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 30px; height: 15px;"></td></tr> <tr><td style="width: 30px; height: 15px;"></td></tr> <tr><td style="width: 30px; height: 15px;"></td></tr> </table>					

**COMMENTS**

**TASK 6: LISTEN AND DRAW**

Draw a house in the middle of the picture. There is a door in the middle and 2 windows. Draw a tree on the left side of the house. There is a cat sitting under the tree. There are five apples on the tree. It is a sunny day and there are 3 birds flying over the house. On the right side of the house, there is a boy and a girl. They are feeding 2 hens.

**COMMENTS ON DRAWING**

See pupil's drawing on Sheet 1

**TASK 7: LISTEN AND ANSWER**

Read text in L1 to the child. Ask them simple questions relating to the text. Attach a copy of the text to the report.

**COMMENTS**

**TASK 8: CONCEPTUAL DEVELOPMENT**

	Good	OK	Poor
• Can recognise and describe sizes			
Longer / shorter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bigger /smaller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Has some concept of weight			
Heavier than / lighter than	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Has some concept of quantity			
Less than / more than	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Is able to sort by shape, size, colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## NASSEA STEP LEVELS - EAL ASSESSMENT

	Listening and Understanding	Speaking	Reading	Writing
S 1	Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.	S1. Pupils echo words and expressions drawn from classroom routine and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English	S1. Pupils participate in reading activities and may build on their knowledge of literacy in another language. They know that, in English, print is read from left to right and from top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound.	S1. Pupils use English letters and letter-like forms to convey meaning. They copy and write their names and familiar words, and write from right to left.
S 2	Pupils understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations.	S2. Pupils copy talk that has been modelled. In their speech they show some control of English word order and their pronunciation is generally intelligible.	S2. Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas.	s2. Pupils attempt to express meaning in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division.
S 3	With support pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentations to the whole class.	S3. Pupils speak about matters of immediate interesting familiar settings. They convey meaning through talk and gestures and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level.	S3. Pupils can read a range of familiar words, and identify initial and final sounds in unfamiliar words. With support they can establish meaning when reading aloud phrases or simple sentences, and use contextual cues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.	S3. Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.
S 4	In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation.	S4. Pupils speak about matters of interests to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listener's interest.	S4. Pupils use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poem, stories and non-fiction.	S4. Pupils use phrases and longer statements that convey ideas to the reader, making some use of full-stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated.
S 5	Pupils can understand most conversations when the subject of the conversation is more concrete than abstract and where there are little figurative and idiomatic expressions	S5. Pupils begin to engage in a dialogue or conversation within an academic context. In developing and explaining their ideas they speak clearly and use a growing vocabulary.	S5. Pupils use more than strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and extracting information from a variety of texts. From KS2 onwards reading has typically begun to be a tool for learning rather than a process that is an end in itself.	S5. Pupils are able to produce written outcomes using a range of appropriate grammatical structures when given scaffolding' support such as writing frames and a specific focus on the linguistic requirements of different kinds of writing. Pupils' production is more limited when the child receives no such support. Pupils are beginning to understand that different contexts require different forms of expressions and they will be attempting to respond to this understanding in their writing.
S 6	Pupils can participate as active speakers and listeners in group tasks. They understand most social and general school interactions delivered at normal speed.	S6. Pupils use language appropriately across the curriculum for different academic purposes (eg. explaining)- some minor errors may still be evident. They are able to use more complex sentences.	S6. Pupils understand many culturally embedded references and idioms, but may still require explanations. From KS2 onwards pupils can read a range of complex texts starting to go beyond the literal by using some higher order reading skills such as inference, deduction and hypothesis.	S6. Pupils can produce appropriately structured and generally accurate work in a variety of familiar academic contexts with few errors and without support. They will still require support to develop the organisational skills and appropriate linguistic forms for new contexts
S 7	Pupils have the range of listening skills necessary to participate fully within the curriculum and can be fairly assessed using only National Curriculum for English.	S7. Pupils have a range of listening skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English	S7. Pupils have the range of reading skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English.	S7. Pupils have the range of literacy skills to participate fully within s7 the curriculum and can fairly be assessed by using only the National Curriculum for English.

**WHAT STRATEGIES CAN I USE?****STEP ONE**

*Strategies which have proved effective include*

- Allowing time for listening and observing
- Using gestures, lots of visuals and repetition
- Access to picture books and dual language texts
- Allowing yes/no and one word answers
- Teaching the names of classroom objects/equipment
- Copying print or overwriting
- Sequencing pictures
- Naming and labelling objects
- Sorting and matching words and pictures
- Taping stories for individual / pair work
- Using language games
- Creating opportunities for role play and drama
- Pair / group work including use of L1
- Greetings
- Survival expressions
- Pupil looking at your face, nearest you
- Speaking to them every lesson-inclusion

**STEP TWO**

- Reinforcing instructions with visual support/examples
- Repeating and highlighting new vocabulary
- Using games requiring talk
- Encouraging pupils to ask questions
- Using taped stories/books for individual / pair work
- Matching a word, phrase or sentence with a picture or diagram
- Recording information in charts/tables/flow diagrams
- Writing from a model
- Sequencing pictures/sentences
- Varied comprehension activities eg. true/false/yes/no answers etc
- Cloze activities
- Redrafting activities with partners
- Story Sacks
- Book making
- Pair / group work in L1

**STEP THREE**

- Compiling glossaries / personal dictionaries
- Sorting and matching sentences, paragraphs and pictures
- Locating and selecting information in dictionaries/reference books
- DARTS activities related to information texts
- Collaborative writing activities
- Cloze activities
- Writing from a model
- Sequencing pictures, sentences and paragraphs
- Varied comprehension activities eg. true/false/yes/no answers, multiple choice etc
- Pre-writing activities, brainstorming puppetry, formulating questions
- Redrafting activities with partners

**STEP FOUR**

- Role play
- Drama
- Use of visual aids
- Language games and puzzles / word puzzles
- Sequencing pictures and sentences
- Cloze – syntactic (deletes one feature eg. pronoun)
- Cloze – graphonic (deletes some letters of some words eg. initial clusters or ending clusters)
- Games involving connectives
- Barrier games
- Sentence puzzles
- Pair / group work in L1

**STEP FIVE**

- Explicit focus on genre – organisational structure and appropriate language
- Investigative activities around the genre
- Role play
- Semantic cloze – deletes content words
- Substitution tables
- Sequencing activities
- Writing frames
- Use of visual organisers to order information eg. tables/flow diagrams
- Dual language texts and tapes
- Structured talk to prepare for reading and writing in pairs / groups
- Word games

**STEP SIX**

- Continued explicit focus on genre
- Investigative activities around the genre
- Role play
- Substitution tables
- Sequencing activities
- Writing frames
- Dual language texts
- Word games
- Enquiry and elimination activities
- Text matching activities
- Drama
- Cloze
- Focus on idiomatic language

## ASSESSMENT CHECKLIST

<b>Name</b>	
<b>Age</b>	
<b>Language</b>	
<b>Place of Birth</b>	
<b>Years in England</b>	
<b>Details of Education in different settings</b>	
<b>Reason for concern</b>	
<b>First language assessment:</b> Languages spoken in different contexts/times	
<b>English language development:</b> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>	
<b>Attainment:</b> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Spelling</li> <li>• Maths</li> </ul>	
<b>Progress:</b>	
<b>Screening:</b> Rapid naming etc.	
<b>Hearing / Visual / other tests</b>	
<b>Parental involvement / family information</b>	
<b>Strategies tried</b>	
<b>School staff consulted</b>	
<b>Classroom / school environment observation</b>	
<b>People / Agencies / Services consulted:</b>	

Children's Services



**Advice for Schools to give to Parents about Bilingualism**

(Produced with advice from Educational Psychology and Speech and Language Therapy).

- **Children who learn more than one language well have many advantages in school and throughout their life!** (They have more ideas and wider experience, and better job opportunities.)
- Young children can learn languages much more easily than adults. They can usually learn two or three languages at the same time without any problems.
- The first language they learn at home is the basis for any new languages later. Children will learn additional languages, such as English, **more easily** if their first language is well developed and maintained.
- Don't worry if your child mixes the languages a little at first. This is normal, and will pass with a little time.

**How you can help your child**

- You can help your child develop language best by using **your own** first language to them. This is because you know this language very well and can use it most consistently and naturally with young children.
- This may mean that different family members use different languages to your child at home. That is fine. Your child will learn both home languages well.
- Giving your language to your child means that they can connect better to your family and culture.
- It is important to keep developing their first language, even when your child has started to learn English as well. This will help them to learn more complicated English as they get older. It will also give them all the advantages of knowing more than one language well when they are older.
- So have regular time for conversation and talking about books and events in their first language.

**Remember, your child is very lucky to have the chance to know more than one language well. Do everything you can to help them get this important advantage in life!**

PROMPT SHEET FOR INTERVIEW WITH PARENT / CARER

<p><b>School:</b></p> <p><b>Name of parent / carer and child:</b></p> <p><b>Date:</b></p> <p><b>Staff involved:</b></p> <p><b>Interpreter:</b></p>
<p><b>Reason for interview:</b></p> <p><b>Child's strengths:</b></p>
<p><b>Questions about child/family educational experiences</b> <i>including dates, places, curriculum, teaching style familiar to child, supplementary school, home literacy. Any Parental concerns?</i></p>
<p><b>Questions about child's emotional development:</b> <i>(If applicable) Who he interacts with most, behaviour, attitudes to school and children. Signs of stress. Any parental concerns?</i></p>

**Questions about language development milestones (If applicable):** *Age at which exposed to how many languages. Was he/she earlier or later than siblings/peers in language development? Any parental concerns?*

**Questions about physical development:** *Sight, hearing, movement, medical problems. Any parental concerns?*

**Information the parent needs from school in order to support the child:**

**Outcomes of meeting and future action:**

**School:**

**Parent:**



PROMPT SHEET FOR INTERVIEW WITH PUPIL KS2/3

*(Prompts for questions from which to select or add to when preparing interview, and for translation where appropriate)*

**Questions about countries, languages and experiences: eg.**

Where were you born?

Where have you lived? (details)

Where do you like best?

What languages/dialects do you speak? (Where applicable)

Which is your strongest language?

**Questions about prior education: eg.**

Where did you go to school?

What subjects did you study?

Was it the same/different to school in England, why?

What school did you like best?

**Questions about present home and community: eg.**

Who do you live with?

What do you like to do at home?

When are there problems?

Who helps you with school work at home?

**Questions about school: eg.**

What is your favourite subject?

What do you not like?

What can teachers do to help you understand best?

- Tell you
- Show pictures
- Give things to do

What/when do you not understand?

When do you feel bad?

Who is the person who helps you the most?

**Questions about school – relationships: eg.**

Do you get on with teachers?

Do you get on with other people?

Who are your friends?

Do you know what racism is?

Do you experience racism?

**Other questions / information:**



Emotional and Trauma Support Team  
Traded Services

CHILDREN'S SERVICES



MANCHESTER  
CITY COUNCIL

Providing Emotional and Trauma Support for Refugees and Asylum Seeker Children

### Stress Indicator Checklist

Name of Pupil M/F	Date of Birth .....	Home Language English Level ACPS criteria
Post Code .....	Year Group .....	
Date of Completion of Checklist	Name of Teacher	School
Tick the appropriate areas on the stress indicator checklist		√
1. Repetitive play; repetitive drawings as a consequence of intrusive thoughts about traumatic events		
2. Poor concentration, daydreaming		
3. Feeling very restless/overactive		
4. Memory impairment		
5. Marked and unexpected responses to specific noises or events		
6. Being irritable		
7. Aggressive behaviour, feelings of anger or frequently fights, as a consequence of past experiences of violence or as reaction to circumstances		
8. Sudden change of behaviour		
9. Tiredness or lethargy		
10. Being withdrawn		
11. Confusion		
12. Loss of interest or motivation		
13. Being isolated		
14. Not thriving		
15. Interrupted or uneven development		
16. Loss of previously gained skills		
17. Self injury or self-abusing behaviour		
18. Crying and feeling overwhelming sadness		
19. Unexplained head pain, stomach pain or other pain		
20. Incontinent in school, wetting / soiling		
21. Unusual body weight loss or gain		
22. Poor self care skills		
23. Nightmares and disturbed sleep		
24. Being very nervous and fearful		
25. Difficulties in forming relationships with other children		
26. Missing school regularly / truanting		
Other concerns		

**Please include other information:**

1. Please state name of parent / carer / guardian and relationship to the child.

2. What was situation for the child before exile?

3. When did the war / unrest happen, and what kind of persecution has taken place in that country?

4. What was the journey / flight into exile like, and who came with the child?

5. What about bereavement / post traumatic stress?

6. Is the child's emotional and intellectual development in accordance with their chronological age?

7. How does the child play? What leisure activities is the child / pupil involved with?

8. Does he / she have the ways to explain their feelings?

9. Is the child worried or anxious about the future, eg. having to move again to different schools and different homes?



Emotional and Trauma Support Team  
Traded Services

CHILDREN'S SERVICES



MANCHESTER  
CITY COUNCIL

Providing Emotional and Trauma Support for Indigenous Children

**Stress Indicator Checklist**

Name of Pupil M/F	Date of Birth .....	Home Language
Post Code .....	Year Group .....	English Level ACPS criteria
Date of Completion of Checklist	Name of Teacher	School
Tick the appropriate areas on the stress indicator checklist		√
1. Repetitive play; repetitive drawings as a consequence of intrusive thoughts about traumatic events		
2. Poor concentration, daydreaming		
3. Feeling very restless/overactive		
4. Memory impairment		
5. Marked and unexpected responses to specific noises or events		
6. Being irritable		
7. Aggressive behaviour, feelings of anger or frequently fights, as a consequence of past experiences of violence or as reaction to circumstances		
8. Sudden change of behaviour		
9. Tiredness or lethargy		
10. Being withdrawn		
11. Confusion		
12. Loss of interest or motivation		
13. Being isolated		
14. Not thriving		
15. Interrupted or uneven development		
16. Loss of previously gained skills		
17. Self injury or self-abusing behaviour		
18. Crying and feeling overwhelming sadness		
19. Unexplained head pain, stomach pain or other pain		
20. Incontinent in school, wetting / soiling		
21. Unusual body weight loss or gain		
22. Poor self care skills		
23. Nightmares and disturbed sleep		
24. Being very nervous and fearful		
25. Difficulties in forming relationships with other children		
26. Missing school regularly / truanting		
Other concerns		

**Please include other information:**

1. Please state name of parent/carer/guardian and relationship to the child.
2. What was situation for the child before prior to referral?
3. When and where did signs of high levels of stress first start? Do there appear to be particular patterns?
4. Has the child experienced major changes in their life – location of home, distance / separation from significant others / carers?
5. What about bereavement / post traumatic stress?
6. Is the child's emotional and intellectual development in accordance with their chronological age?
7. How does the child play? What leisure activities is the child / pupil involved with?
8. Does he/she have the ways to explain their feelings?
9. Is the child worried or anxious about the future, eg. having to move again to different schools and different homes?

## TEACHER SELF-EVALUATION - RACE EQUALITY / BSED FOCUS

### Classroom Interaction

Who do I choose to answer questions?

Do I always do 'hands-up' or do I target individuals?

Do I make full use of different teaching and learning strategies eg. VAK?

Do I know all I need to about the implications of pupils' different cultural backgrounds?

Do I understand how this might affect my perceptions of pupils' behaviour?

Do I have a range of strategies to avoid confrontation?

Do I have concerns that I feel less confident in dealing with some groups of pupils?

### Pastoral Care and Relationships

Do I really listen when pupils talk to me?

Is there any pupil (or group of pupils) where I feel that I am influenced by their 'reputation' into not really listening well?

Am I expected to 'collude' with a 'received wisdom' about particular pupils or groups of pupils?

### Monitoring and Evaluation

Do I monitor and track pupil progress?

How often?

Do I reflect on this by gender and ethnicity?

Do I use the findings to evaluate what I do?

Do I blame the child(ren) for the 'problem'?

Do I use reward and censure fairly?

How do I know?

How can I check?

### Learning Resources

Do the resources I choose reflect the diversity of experience of my pupils?

Are there positive images used for learning activities that all groups can relate to?

Does my display space reflect linguistic and cultural diversity?

Do I need to find out more about how to do this?

### Parents

Do I make negative assumptions about the parents of any pupil(s)?

Do I try different approaches to helping parents get involved in supporting their children's learning?

Do I only talk to parents when things go wrong?

How do I know?

How can I check?

## THE DIVERSITY OF MINORITY ETHNIC CHILDREN

### In Manchester Schools, Minority Ethnic Children

- Are typically from Africa, Asia or Europe
- May well be fluent in two or more languages
- Have the full range of intellectual ability from SEN through to G&T
- May have been in full time education
- May come from a country with a high quality education system
- May have only received limited or interrupted education
- May come from a country with poor educational facilities
- May be literate in one or more languages
- May be illiterate in their home language
- May have a home language with Roman script
- May have a home language with a completely different script and orientation
- May have learnt English in their country of origin
- May have attended an English medium school
- May be completely new to English
- May have followed a similar curriculum to the English curriculum
- May have followed a much more limited curriculum
- May be familiar with IT
- May never have seen a computer
- May be second, third or fourth generation families
- May be new arrivals
- May have been through primary education in the UK
- May have arrived until KS3 or 4
- May be well established in Manchester and part of a wider community
- May live with their immediate and extended families
- May have parent(s) in full time employment
- May have parents studying for PhDs in this country
- May be asylum seekers or refugees
- May be isolated, not part of a wider community
- If asylum seekers, family will be dealing with a number of uncertainties
- May have left close family members in country of origin
- May have lost close family members
- May have arrived unaccompanied
- May have witnessed violence
- May have been/or still be the victim of physical or mental abuse
- May be grieving, suffering emotional trauma
- May be suffering harassment in their neighbourhoods
- May have well-educated parents who can speak, read and write English
- May have parents unable to communicate in English
- May have parents able and confident to support their children's education
- May have parents who view education as the sole responsibility of the school
- Will typically have high regard for education and teachers
- Will typically have high aspirations

## DYSLEXIA AND THE BILINGUAL LEARNER

The checklist below sets out some possible difficulties pupils may have which may be caused by dyslexia (from 'Dyslexia and the Bilingual Learner' London Language and Literacy Unit).

### 1. Learning in pupil's own language

- Does pupil have difficulties in learning to read, and problems with spelling or handwriting in any language?
- Does the pupil have difficulties with 'finding the right word' in any language?

### 2. Language problems

- Does the pupil use bizarre spellings, not consistent with what you might expect from his / her language background?
- Is there an unexpectedly wide discrepancy between writing and speech (even when educational background and difference of script are taken into account)?
- Does the pupil's handwriting show the following features; irregularity of size, difficulty with control, messy, a lack of progress in relation to other pupils of a similar language background
- Does the pupil have difficulty seeing mistakes, maybe writing the same word three different ways without noticing?
- Does the pupil have persistent difficulty in remembering which letters represent which sounds (even when his/her own sound/symbol system has been taken into account)?
- Is the pupil unable to recognise familiar words in print, even with reinforcement and repetition?
- Does the pupil persistently mis-copy?

### 3. Memory

- Does the pupil have a poor short term memory (a quick forgetter, rather than a slow learner)?
- Does the pupil confuse or have difficulty remembering names, dates or facts?

#### 4. Sequencing and Direction

- Does the pupil get letters or numbers out of order or back to front?
- Does the pupil experience left / right confusions?
- Does the pupil have difficulty learning the alphabet or months of the year in sequence?
- Does the pupil have problems following directions or verbal instructions in order?

#### 5. Personal

- Does the pupil feel frustrated by his / her inability to make progress and tendency to forget what he has learnt?
- Does the pupil find it difficult to organise him / herself, work or time?

#### **EM postholders may be able to help pupils with dyslexia by giving them:**

- Help with processing language, memory and reasoning skills.
- Help and support in acquiring literacy skills
- Help in organising and coordinating spoken and written English to aid cognition
- Help with sequencing and organizational skills
- Help with problem solving and developing concepts
- Support in the use of technical terms and abstract ideas.

#### **BIBLIOGRAPHY**

Special Educational Needs Code of Practice

Oldham Education & Leisure (1998) *Guidelines for the Assessment of bilingual pupils who may have learning difficulties*

Sunderland H; Klein C; Savinson R; Partridge T: *Dyslexia and the Bilingual Learner*, London Language and Literacy Unit.

**SEN + EAL + EMA Assessment (Additional to normal curriculum assessment)**

<b>Category</b>	<b>SEN Assessment</b>	<b>EAL / EMA Assessment</b>	<b>EMA</b>
<b>Cognition and Learning</b> (Literacy, numeracy, curriculum)	Attainment Standardised reading and spelling tests Cognitive tests of verbal / non verbal reasoning, Screening. All normed on general populations.	First Language assessment of language and conceptual development. NASSEA language development step levels (A language in Common); Comparison oracy with literacy.	Cultural background and educational experience of family.
<b>Emotional, Social and Behavioural Difficulties</b> (Inc ADD and social / emotional)	Various observations, Scales, Parent / teacher information and pupil voice.	EAL Assessment (Step) First language Assessment	Home background information about prior experience, life stresses, language and learning style. To include dialect, standard English
<b>Communication and Language</b> (Speaking and Understanding)	Tests of Sounds and speech development. Tests of productive and receptive language. Parental interview and questions relating to English language development	First Language Assessment, English Language Assessment, - NASSEA Steps English language development	Parent interview focus family background cultural, Educational Medical and developmental.
<b>Physical Difficulties</b>	Specialist medical tests. Hearing and visual tests.	Translation and bridge linguistic barriers to communicating information	Bridge cultural differences/ difficulties

## SEN + EMA + EAL Features to Aid Identification

Category	SEN Features: some of the following;	EAL interacting features, non SEN; may lead to under/over identification	EMA Socio-cultural interacting factors (=over/under identification)
<b>Cognition and learning</b> (Specific difficulties in reading, writing and or numeracy or more general difficulties involving understanding across a wider range of curriculum areas).	Due to within child difference eg. <ul style="list-style-type: none"> <li>• <b>Memory</b> for sounds, names, letters, language.</li> <li>• Difficulties with <b>speed of processing, coordination,</b> and/or</li> <li>• conceptual development</li> </ul>	When <b>new (1-2years) to English</b> and processing in 2 languages; Different script, letter/word order, sounds. Lack of vocabulary and understanding. <b>When 2-7years learning English;</b> Comprehension of abstract and unfamiliar language is lower than non bilinguals.	<b>Curriculum experience</b> if any, in prior education may be very different in extent, content and approach. <b>Difference home school literacy/numeracy practices</b> <b>Parents</b> Different attitudes to parental involvement.
<b>Emotional Social and Behavioural Development</b> (Includes within child; ADD and external social/emotional)	eg. <b>Hyper Activity, Defiance, Stress, Socialisation,</b> lack of co-operation, sharing, <b>Socio economic status</b> can be a factor. Persists over time.	<b>Inappropriate</b> language/body language, behaviour, due to <b>Lack of understanding.</b> Daydreaming. Frustration due to lack of achievement <b>Inability to socialise,</b> due to lack of language. Loneliness. May decrease as child learns language.	Different <b>cultural</b> recipes for behaviour. <b>Lack of continuity</b> of prior circumstances, schooling or caring. <b>Racism or bullying</b> due to difference. <b>Trauma</b> from refugee experience. <b>Frustration</b> due to lack of affirmation of ability, identity. May decrease as child settles.
<b>Communication and Language</b> (Speaking and Understanding)	<b>Late language development,</b> Difficulties with articulation of speech sounds. Grammar, Vocabulary understanding/producti on. Disordered speech. Lack of empathy. Sometimes family trait.	<b>New arrival-</b> silent period 6-8 months or inappropriate utterance due to formulaic speech. Temporary regression in first language on commencing school is not an impairment. Difference between LI&L2 in tone and sound. <b>Within 2 years</b> Conversational fluency expected. <b>Up to 7 years</b> Comprehension / grammar differences.	<b>Cultural differences with oral communication,</b> and social expectations. Different <b>childrearing styles</b> re independence. Home/school <b>learning style</b> differences. <b>Socioeconomic circumstances.</b> Family fear, hostile environment. Isolated circumstances.
<b>Physical Difficulties</b>	Hearing, Visual, Movement.	Difficulties operating in two languages with impairment. Contact with family members. Difficulty of detecting minor difficulties when communicating in a second language	Identity - eg. member of ethnic minority and hearing impaired.

## SEN+EMA+EAL Strategies for Inclusion

Category	SEN teaching/ learning approach and strategies	EAL teaching/ learning approaches	EMA teaching/ learning approaches
<b>Cognition and learning</b> (Literacy, numeracy, curriculum)	Focus on print and words. Traditional view of language. Differentiation involves; smaller steps, working to earlier objectives, Structured, sequential, multi-sensory approaches eg. direct phonics Inclusive classroom approaches Pictures to aid memory, real objects to feel. Inference training.	Support for first language and through first language. Whole language approach. Age related curriculum objectives but access through key visuals for meaning, concepts. Key vocabulary and language identified, modelled and practiced in co-operative groupwork. Conceptual development assured. Scaffolds and prompts to support sentence grammar and writing.	Fill in gaps. Link lessons, texts with cultural schema and prior learning. Knowledge of prior literacy informs Catch up literacy programme. Supply missing knowledge of various written genres or literacy experiences.
<b>ESBD</b> (Inc ADD and social/emotional)	Behaviourist rewards, classroom environment, management. Cognitive, counselling Social, work with parents. Therapeutic approaches. SEAL	As above- ensuring access to the curriculum, bilingual prompts for learning, value of first language in school, welcoming different languages, Buddy, grouping with children of cognitive ability.	Lessons to take into account learning style, wholistic, active as appropriate. Identity, culture affirmed in curriculum and resources. Parental involvement in classroom. Mentoring, counselling, role models to include identity; Self esteem as being from another culture and English.
<b>Communication and Language</b> (Speaking and Understanding)	Visual timetable, Maketon signs, Referral to speech therapy. Assistance with speech production. Traditional within child focus on words and questions. Matching words and letters. Social stories, Narrative therapy.	Promote additive development in LI & L2. Communicative approaches to provide context. Comprehensible input and scaffolded output; good language models, Rich language environment. First steps and talking partners techniques.	Awareness of cultural differences in oral interaction, expectations of teaching. Choice of appropriate interaction and target socio cultural vocabulary. Support identity and inclusion in resources and ethos of school and class. Counter racism.
<b>Physical Difficulties</b>	Changing the physical environment to Accommodate the difficulty. Teach signing, provision of apparatus, glasses, visual overlays. Help with sound hearing and production. Provision of helper.	As above as appropriate.	As above as appropriate

## **PART FOUR : APPENDICES**

### **B - Manchester Services and Referral Forms**

- i. Inclusion Support:**
  - International New Arrivals, Travellers & Supplementary Schools Team (INA/T & SS)
  - Looked After Children Team
  - Sensory Support Team
- ii. Referral Form for INA/T/SS Team**
- iii. Traded Services**
- iv. Request for First Language Assessment**
- v. Language Support Assistants Information**
- vi. Emotional & Trauma Support Team Information**

## **The International New Arrivals, Travellers and Supplementary Schools Team**

The INA / T / SS Team is one of the core teams within Children's Services. It is located within the Strategic Inclusion arm of Children's Services – Education. The team works with children and young people (CYP) newly arrived from overseas (INA), Travellers, Supplementary School pupils and their families and communities.

The team works in a holistic way, in partnership with other teams from both statutory and non-statutory sectors to promote the safety, wellbeing and achievements of this diverse group of CYP and to ensure that Education Services meets its statutory obligations towards them.

The team works to ensure that schools, settings, families, LA colleagues and other stakeholders are aware of the experiences and needs of INA and T CYP, take account of their views and are able to deliver the necessary and appropriate support and guidance.

The team provides direct support to INA and T CYP and their families to ensure successful access/transition and induction to educational provision and to the city of Manchester.

The team commissions additional services including training for Supplementary School voluntary teachers, educational provision for KS4 INA, emotional and trauma support for INA and T CYP, bilingual staff to support schools with the induction of INA CYP and family learning / enrichment activities during school holidays for both INA and T families.

The team has a QA role in both mainstream and Supplementary Schools, develops/maintains support networks and initiates/develops projects pertinent to raising standards and achievements of INA and T C&YP and CYP attending Manchester's Supplementary Schools.

**Referral Form - Induction/Transition Support  
International New Arrivals and Traveller Pupils**

Please return to Jenny Patterson by email or fax to the above address

<b>School</b>		<b>EMAG: Yes/No</b>	<b>District:</b>
<b>Referrer:</b>		<b>Main School Contact: Tel:</b>	
<b>Pupil Name:</b>		<b>DoB:</b>	<b>Year:</b>
<b>Address:</b>		<b>Main Family Contact Name: Tel:</b>	
<b>Date of Arrival in UK if applicable:</b>			
<b>Languages if applicable:</b>			
<b>Admission Date:</b>			
<b>Reasons for Referral – tick as applicable:</b>			
<b>INA</b>		<b>Traveller</b>	<b>Mobility</b>
<ul style="list-style-type: none"> <li>- New to UK</li> <li>- New to English</li> <li>- Refugee</li> <li>- Asylum Seeker</li> <li>- Roma</li> <li>- Transition to Year 7</li> <li>- Arrival into KS4</li> <li>- Linguistically isolated</li> <li>- Lack of progress</li> </ul>		<ul style="list-style-type: none"> <li>- Irish Traveller</li> <li>- Roma</li> <li>- Roadside Traveller</li> <li>- Transition to Reception</li> <li>- Transition to Year 7</li> <li>- Transition to Year 10</li> <li>- Re-integration to Base School</li> <li>- Arrival into KS4</li> <li>- Lack of progress</li> </ul>	<ul style="list-style-type: none"> <li>- Disrupted educational experiences</li> <li>- Attended more than 2 schools in last year</li> <li>- No prior education</li> <li>- Mid-term admission</li> </ul>
<b>Other Agency Involvement:</b>			

<b>For Admin Use</b>	
<b>Date referral received</b>	<b>EDO allocated</b>
<b>Date of initial response</b>	<b>Date of initial meeting</b>
<b>Outcomes:</b> <ul style="list-style-type: none"> <li>- advice</li> <li>- consultancy</li> <li>- training</li> <li>- monitoring</li> <li>- in-class support</li> </ul>	
<i>Support will be allocated by the Team Leader following negotiations with the school - according to individual pupil need, school context, and the capacity of the INA/T/SS Team.</i>	

## MCC Traded Services

### Specialist teams

#### Behaviour needs

Our behaviour needs specialist teachers, and teaching assistants have a wide-ranging set of skills to address and identify needs. Their portfolio includes support, as well as advice and guidance on helping you develop the social and emotional health and wellbeing of pupils and the whole-school community. Work includes direct work with individual pupils, delivering and modelling intervention programmes at Waves 1, 2 and 3 and

capacity building through whole-school training. They also offer advice, guidance and consultation around children experiencing a high level of distress, and quality-assured therapeutic programmes where need is identified through consultation (for example, for children who may have suffered trauma).

#### Learning needs

Specialist teachers will support you in developing and extending your skills in meeting the Special Educational Needs (SEN) of your pupils. The work covers bespoke training, and advice and support to build capacity within schools to include children with a range of learning needs.

Our specialist teachers can offer coaching and advice to leadership teams regarding all aspects of leading on inclusion, including enhancing the SEN Coordinator (SENCO) as a strategic leader. They will support class teachers to create inclusive learning environments, consider provision at Waves 1, 2 and 3 and advise SENCOs, class teachers and teaching assistants on meeting the needs of individuals and groups of pupils with additional needs, as well as supporting you to engage parents/carers in the SEN process. They will also build capacity to assess pupils and identify and meet the individual needs of pupils at every age and stage of development.

#### Specific Literacy Difficulties (SpLD)

Specialist teachers offer SpLD direct teaching for pupils with severe and persistent literacy difficulties. Whether you require multi-sensory literacy groups for a small group or SpLD teaching for only one or two pupils, the teacher will complete diagnostic assessments to devise a tailor-made learning programme matched to the needs of the pupils. SpLD teachers will also offer bespoke training, assessment for exam access arrangements, ongoing and one-off assessment, advice and support to enable you to better meet the needs of pupils.

#### Educational psychology

Educational psychologists are professionally trained psychologists with experience of working with children, young people, schools and families in a wide range of contexts. All Manchester's educational psychologists are registered with the Health Professionals Council.

Educational psychologists use their knowledge of psychological theory and research and their experience to develop ways of understanding and enhancing the learning and emotional wellbeing of children and young people in your school. They can support you to address your concerns in relation to a wide range of child and adolescent developmental issues and SEN at an individual child or group level. Crucial to the work of an educational psychologist is collaboration with parents and with a range of other professionals, as well as engaging the voices of children and young people in relation to their needs.

#### Ethnic Minority Achievement (EMA)

Specialist EMA teachers and teaching assistants work with ethnic minority teaching assistants and school leadership teams in EYFS, primary, secondary and special schools to provide bespoke training, advice and support to build capacity and improve outcomes. The work covers teaching English as an additional language (for children new to English and for later stage learners) and working with monolingual black children. Our EMA specialist teachers may also be engaged in consultancy work with leadership teams on the effective use of their ethnic minority achievement grant and to deliver (CPD).

#### Language Support Assistants

This team provides invaluable services for schools, engaging children and families with English as an additional language. The range of services includes in-class support for children at the early stages of learning English; working with parents in relation to meetings; parents' evenings home visits; offering advice on home languages; customs and cultures; interpreting for first language assessments; and support with admission into schools. Languages provided include:

- Arabic • Farsi • Punjabi/Urdu
- Bengali/Sylheti • French • Pushto
- Brava • Italian • Russian
- Cantonese • Kurdish • Somali
- Czech • Mandarin • Spanish
- Dari • Polish • Tigrinya
- Eritrean • Portuguese • Yoruba

If the language you require is not listed, contact us, as we are continually updating our bank of bilingual staff in response to demand from schools.

REQUEST FOR FIRST LANGUAGE ASSESSMENT

FAX-BACK ON 274 7242

or send by post to EMA Traded Services, 1st Floor, Universal Square, Devonshire Street North, Manchester M12 6JH

Please provide the following information (NB. Please complete a separate form for requests in different languages):

Name of school -----

Address of school -----

Telephone number----- Fax number-----

Name of contact person----- Title-----

Main reason for making a request (please tick/delete/add additional information):

- checkbox obtaining background information for non-English speaking pupils
checkbox to establish a pupil's oracy, literacy and numeracy skills where a pupil has been educated abroad
checkbox concern about progress

Additional information
-----
-----
-----

First language of pupil(s) -----

Table with 4 columns: Name(s), Age, Year, Gender. It contains three rows of dotted lines for data entry.

ADMINISTRATION

Date request received: -----
Name of assessor: -----
Date staff contacted: -----
Date of visit: -----
Entered on database: -----



## Children's Services

Traded Services  
 First Floor  
 Universal Square  
 Devonshire Street North  
 Manchester  
 M12 6JH

To reply please contact: Joe Flynn

Your ref:

Our ref: JF/

Telephone 0161 219 6784

Mob 07717340925

Fax 0161 274 7242

Textphone 0161 234 4139

E-mail [j.flynn@manchester.gov.uk](mailto:j.flynn@manchester.gov.uk)

Date: 13 October 2010

## LANGUAGE SUPPORT ASSISTANTS

### TRADED SERVICES - ETHNIC MINORITY ACHIEVEMENT

Our bilingual teaching assistants provide the following services in a range of languages:

- In-class support for children at the early stages of learning English
- Interpreting for: First Language Assessments
- Work with parents eg. meetings, parents' evenings, home visits etc
- Admission into school
- Provide useful information on home languages, customs and cultures

The languages we provide include:

Amharic	Eritrean	Punjabi/Urdu
Arabic	Farsi	Pushto
Bengali/Sylheti	French	Russian
Brava	Italian	Spanish
Cantonese	Kurdish	Somali
Czech	Mandarin	Swahili
Dari	Polish	Tigrinya
	Portuguese	

Cost of service is £17 per hour, minimum 2 hour slots

When you require any of the above services please complete the Request Form and return by fax or email.

Joe Flynn  
 EMA Team Leader

# Request for Language Support Assistants

## EMA Traded Services

**FAX- BACK on 274 7242**

School/ Team: \_\_\_\_\_ Name of contact person: \_\_\_\_\_

Date Request Made: \_\_\_\_\_ Tel. No. \_\_\_\_\_

Fax no. \_\_\_\_\_ Language(s) required: \_\_\_\_\_

### Pupils details

Names	Age	Year	Gender
_____	_____	_____	M/F
_____	_____	_____	M/F
_____	_____	_____	M/F

### Times requested

No. of hours per week: \_\_\_\_\_ No. of weeks: \_\_\_\_\_ Start Date Required: \_\_\_\_\_

Total hours requested: \_\_\_\_\_

Cost Centre Code (If applicable): \_\_\_\_\_

GL Code (If applicable): \_\_\_\_\_

Which days are not suitable for support? \_\_\_\_\_

### Description of services required:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Note

School will be invoiced monthly. Charges based on number of hours school has signed for on LSA time sheet.

### ADMINISTRATION

Date received: \_\_\_\_\_

Name(s) of staff allocated: \_\_\_\_\_

Start date: \_\_\_\_\_

Total cost: \_\_\_\_\_

Order book number: \_\_\_\_\_

## ETS - EMOTIONAL AND TRAUMA SUPPORT TEAM

ETS particularly helps schools to support children traumatised by past experiences, uprooting, loss and bereavement, while recognising that ongoing events in the child's life may be having as great an impact as past events, and that looking to the future is a crucial part of healing. ETS provides support for schools to ensure that pupils who need specialist pastoral care and/or therapy are speedily referred and appropriately supported. This may involve an advocacy role and effective inter-agency working to support the child's development and adjustment.

Activities such as integrated Structured Play, Counselling, Creative Arts Therapies (Art, Drama, Music) and Therapeutic Horticulture are used to support children. Consultations, advice and training are also provided for school staff.

The work has become recognised locally, being highly valued by schools and other agencies. The work has received consistent support from the leadership of the International New Arrivals and Travellers team, and this has been a dynamic factor in the development of the work. It contributed to the quality of the work being carried out by the team being recognised nationally - a "Best Practice" case study of the ETS team has been featured on a Home Office and Department of Health joint web-site. See: <http://refugeeintegration.homeoffice.gov.uk/>

### ***What has been effective in schools?***

- A flexible responsive approach to consultation and discussing referrals.
- A combination of short, medium and long-term interventions.
- Interventions carried out not in isolation, but within the context of trust and networks.
- Clear boundaries for different roles, training in schools and partnerships.
- Quality Assurance. Therapy provided by qualified therapists who receive supervision and support from team, which is co-ordinated.
- Ongoing assessment and longer term monitoring, liaising with a wide range of school staff, and other agencies if involved and where appropriate.

<b>Staffing since April 09</b>	<b>No</b>	<b>2009 - 2010</b>
Co-ordinators	2	0.8 and 0.2
Art Therapists	2	0.4
Counsellor	1	0.6
Educational Psychologist	1	0.1
Players	3	0.8
Therapeutic Horticulturalists	3	0.6
<b>FTE</b>	<b>12</b>	<b>3.5</b>

Most referrals are received from schools. There have also been referrals from CAMHS, GPs, social workers and one connected to a court order. There has also been joint or follow-up working between different colleagues within the team.

Working with the Universities of Sheffield and Derby has proved highly beneficial. ETS had five Creative Arts Therapists on placement at the beginning of this year and will have a further four from January 2010. This enables ETS to take on an increased number of referrals, while keeping up-to-date on professional developments.

Contact Deirdre McConnell on 07949613061 or [d.mcconnell@manchester.gov.uk](mailto:d.mcconnell@manchester.gov.uk) for more information about the service, costs (currently subsidised for some groups of children) or advice in relation to referrals.

## **PART FOUR : APPENDICES**

### **C - REFERENCES & FURTHER READING**

**REFERENCES and FURTHER READING**

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 **MANCHESTER  
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Children's Services

Manchester   
Primary Care Trust