

Guidance On EAL Interventions at Marjory Kinnon School

In the context of a SEND setting for ASC pupils all pupils struggle to acquire language and have Speech & Language targets and interventions.

We recognise that the complexity of language acquisition for pupils with ASC and EAL creates an added barrier to learning language.

EAL / bilingual pupils will have restricted knowledge and understanding of vocabulary and language structures. They benefit from focused support to develop a wider vocabulary starting with CLL and communication in EYFS, speaking and listening and comprehension in KS2, tenses, pronouns, comprehension and understanding questions in subject / topic specific vocabulary in KS3/4.

The school recognises and intervenes to support pupils with EAL in the following ways:

The school uses the SCERTS framework to identify whether pupils are:

- Social Partner
- Language Partner
- Conversational Partner

This supports the assessment and target setting for individuals.

The school also has **bilingual books** that allow pupils to read using a pen that translates text.

Below are interventions used to support EAL pupils in classes, groups and 1:1:

Classroom environment

- All adults model clear spoken English when working with the children and when speaking to each other.
- Bilingual pupils need clear direct access to all available classroom cues to meaning e.g. the white board, adult's facial expression, peer actions etc.
- Communication boards, Makaton and AAC activities are used as appropriate to develop language.
- Time during lesson for directed talk between pupils will help them (e.g. 5 minutes to share ideas, paired discussion opportunities, talk partners).
- Don't have the classroom so noisy that they become overwhelmed - classrooms need to be low arousal.
- Don't have a classroom so quiet little language is heard.
- Lots of visual cues and key / topic vocab on display or on learning mats.

Planning (opportunities to include in lessons/differentiation for EAL)

- EAL pupils' slow language processing skills mean teachers need to think about what are the key points they want them to come away from the lesson with.
- Targets for EAL pupils should be language related (e.g. tenses, etc) and not necessarily just content related.
- You haven't got time to plan for EAL pupils for every lesson, so plan for them across a series of lessons / a topic. Think about re-phrasing questions with simpler language and allow time for pupils to 'translate' and process questions.
- When possible, plan practical activities that encourage communication / discussion.

Delivery in the lesson

- Be careful about using clear language “Pull your socks up” will confuse someone at an early stage of language acquisition. ASC pupils will also take this literally. They do need to understand such language, of course, but at least initially we should monitor our use of idiomatic language to help avoid misunderstandings.
- Use the child’s name whenever you address them.
- Model the language, not just in speaking but in written format e.g. graphic organisers, writing frames, flow diagram, word bank / key words, etc.
- Use visuals (timelines, pictures, film footage), but remember to be specific e.g. if you are referring to ‘eyes’ a picture of a whole face could be confusing.
- Highlight text to identify key words (or write them on the board).
- Actively encourage comprehensible output from the pupils: This may begin with simple “yes”/“no” questions to build-up confidence and become more elaborate as time goes on. The questions, too, can grow in complexity from a straightforward assessment of the child’s factual understanding, using closed questions such as, “How many...”, “When did...”, “What is...” etc, to higher order questions such as “Why did...”, “How does...” and “What would happen if...”
- Give opportunities to listen in to peer talk about an activity as they do it.
- Where possible allow pupils to take part in collaborative tasks that involve purposeful use of language, such as info-gap games (such as Battleships) where children have to ask for and share information in order to complete a task.
- Provide additional verbal support with: repetition of key words, choice questions.
- Allow pupils ample opportunities to rehearse and practice new language items especially topic / subject specific vocabulary before being asked to respond, e.g. being positioned last in turn-taking activities.
- Give clear, concise instructions.
- Always check the pupil understands what is expected of them.
- Give written lists of new subject specific vocabulary for translating and learning at home.
- Rephrase questions rather than just repeating them when the initial response is not appropriate.
- Provide a model of the sort of outcome you are expecting.
- Be aware of how cultural differences might affect comprehension.
- Encourage pupils to use computers for their written work especially at KS4 in order to ease the burden of redrafting / correcting work.

Example of EYFS / KS1 Intervention

Developing key vocabulary through role play and play.

Example of KS2 Intervention

- Encouraging language / vocab development by encouraging descriptions of pictures, naming body parts, classifying words into categories e.g. ‘types of transport’ and ‘fruits’, etc.
- Topic based vocabulary.

Example of KS3 Intervention

- Developing an understanding of different types of questions.
- Learning how to use prepositions (in, on, at, to, etc) in a sentence.

Example of KS4 Intervention

- Using correct tenses in sentences orally and in written work.

Summary

The school has a language rich environment focused on communication skills that supports ASC pupils some of whom are non-verbal and pupils who have the added barrier of EAL.