

DfE Proficiency in English for Special Schools in Lambeth (Reception to KS4)

The DfE has stated that:

‘Pupils who are classed as EAL and whose special educational needs mean that they have limited written and spoken English language skills should still be recorded in the school census according to the five-point scale provided. The Department will take account of the characteristics of individual pupils – including whether they have special educational needs and disabilities, and the type of school they attend – in analysing and interpreting the data gathered through the census on the English language proficiency of EAL pupils.’

This pack includes the DfE Proficiency scale and descriptors given to mainstream schools. Remember assessment of EAL should:

- be related to age-appropriate development
- adopt a ‘best-fit’ approach

It may be that many of your pupils with EAL may be classified as Code A and may not progress beyond that.

A second pack is also available, with possible interpretation for pupils with complex learning needs and disabilities and samples for training purposes. It is hoped this might support your assessments.

July 2016

NATIONAL PROFICIENCY IN ENGLISH – RECEPTION TO KS4

| Code | Description |
|------|---|
| A | <p>New to English</p> <p>May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.</p> |
| B | <p>Early acquisition</p> <p>May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.</p> |
| C | <p>Developing competence</p> <p>May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.</p> |
| D | <p>Competent</p> <p>Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks</p> |
| E | <p>Fluent</p> <p>Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.</p> |
| N | Not yet assessed |

NATIONAL PROFICIENCY IN ENGLISH bullet pointed – SCALE FROM RECEPTION TO KS4

| CODE | DESCRIPTION |
|------|---|
| A | <p>New to English</p> <ul style="list-style-type: none"> • May use first language for learning and other purposes. • May remain completely silent in the classroom. • May be copying/repeating some words or phrases. • May understand some everyday expressions in English but may have minimal or no literacy in English. • Needs a considerable amount of EAL support. |
| B | <p>Early acquisition</p> <ul style="list-style-type: none"> • May follow day to day social communication in English and participate in learning activities with support. • Beginning to use spoken English for social purposes. • May understand simple instructions and can follow narrative/accounts with visual support. • May have developed some skills in reading and writing. • May have become familiar with some subject specific vocabulary. • Still needs a significant amount of EAL support to access the curriculum. |
| C | <p>Developing competence</p> <ul style="list-style-type: none"> • May participate in learning activities with increasing independence. • Able to express self orally in English, but structural inaccuracies are still apparent. • Literacy will require ongoing support, particularly for understanding text and writing. • May be able to follow abstract concepts and more complex written English. • Requires ongoing EAL support to access the curriculum fully. |
| D | <p>Competent</p> <ul style="list-style-type: none"> • Oral English will be developing well, enabling successful engagement in activities across the curriculum. • Can read and understand a wide variety of texts. • Written English may lack complexity and contain occasional evidence of errors in structure. • Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. • Needs some/occasional EAL support to access complex curriculum material and tasks |
| E | <p>Fluent</p> <ul style="list-style-type: none"> • Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. • Operates without EAL support across the curriculum. |
| N | Not yet assessed |

SUPPORT MATERIALS FOR DFE PROFICIENCY IN ENGLISH FOR CHILDREN WHO HAVE COMPLEX SPECIAL NEEDS AND/OR DISABILITIES IN LAMBETH SPECIAL SCHOOLS

Who are your children with EAL?

The DfE states that, 'A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community.'

Where a child was exposed to more than one language (which may include English) during early development, the language other than English is recorded, irrespective of the child's proficiency in English. Where an older pupil is no longer exposed to the first language in the home, and who now uses only another language, the school should consult with the pupil or parent to determine which language is recorded.

ENB (Not known but believed to be English) and OTB (Not known but believed to be other than English) are appropriate where a pupil's first language is not known with absolute certainty where parents have not responded to enquiries, but the school can judge with a high degree of confidence whether it is English or not.'

Points for consideration

Research and evidence shows that it takes on average, 5 – 7 years for an EAL pupil to become fluent in English and move from Code A to Code E, on the National Proficiency in English Scale of Fluency. It is therefore expected that this progress would be slower for those children who have a special need and/or disability and the progress would be related to the degree in which their special need creates a barrier to learning.

Being able to **hear and use** good models of English language is essential for the development of English in pupils with EAL. Children who have complex and multiple special needs or disabilities may be in a setting, in which there is very little or no verbal communication between the children. In this instance, they will only be hearing English from the adults in the setting and this will be heavily supported through other means of communication for example signing or visual aids. If they are non-verbal they will not be practising the English they are hearing. These factors are also likely to further slow the development of English and the progression through the Proficiency Scale.

As many of the children are non-verbal and non-literate it is essential that any assessment uses the context information on their length of time exposed to good models of the English language, the models of English used in the home environment and to compare their responses to an adult using English with those to an adult using their first language.

It is recognised that it is very difficult to make comparisons between children with such complex and individual needs and disabilities. Thus the wording below, for example the definition of 'responds' needs to be interpreted in the context of the child and his/her abilities, so may be interpreted as verbal, body language, gesture, signing or other means.

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| <p>CODE A</p> | <p><i>These may be children who have arrived in the UK from a non-English speaking country in the previous 2 years or children who may have been born here to parents/carers who cannot/do not speak English in the home. They may have had no or very limited exposure to English.</i></p> <p>New to English May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support</p> <ul style="list-style-type: none"> • Does the child respond to English? • Is their response far greater when hearing their first language? • Is the child copying/repeating some words/phrases or Makaton signs although not always with understanding? • If verbal in their first language, do they remain silent in English? • If verbal, do they use a limited number of single words reflecting the most frequently heard English vocabulary? • If verbal, do they use formulae and chunks of language as ready made phrases in routine situations ie memorised sequences in singing rhymes and stories, routine language used at specific times, eg 'happy birthday', answering the register, asking to go to the toilet |
| <p>CODE B</p> | <p><i>These may be children who have moved to the UK from a non-English speaking country in the last 3 – 4 years or children who have been born here to non-English speaking parents/carers, but have had some time in educational settings where they have been exposed to English. They may have parents/carers who have a limited range of English use and the children may also have heard siblings using English.</i></p> <p>Early acquisition May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.</p> <ul style="list-style-type: none"> • Does the child show an increasing response to the use of English? • Is this level of response less than that to the first language, although the gap is closing? • Is the child beginning to use spoken English or signing with communicative intent? • Is s/he becoming familiar with some subject-specific vocabulary via the understanding of object cues, signing, symbols or words? • If verbal, does the child use an increasing range of single word vocabulary, although often in inappropriate contexts? |

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| | <ul style="list-style-type: none"> • If verbal and able to word combine in the first language are they also doing so in English? • Is the child beginning to develop literacy skills through picture and symbol recognition? |
| CODE C | <p><i>These may be children who have moved from a non-English speaking country in the last 5 – 6 years or may have been in the English educational setting for the length of their schooling. It is likely that the children will have had exposure to English outside the school setting.</i></p> <p>Developing competence May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.</p> <ul style="list-style-type: none"> • Does the child respond appropriately to an adult using word phrases or simplified sentences in English? • Is s/he showing an increasing understanding of English by pre-empting signs/actions in response to adult use of English? • Does the child show an equal response to both languages in familiar and social contexts, when supported with sign, symbol or touch? • Does the child still need English language support to respond in very unfamiliar contexts? (It is possible that vocabulary for example by this stage will not be in the child’s first language repertoire as it has only been met within the school.) • If the child is verbal, is their single word vocabulary comparable to that in their first language. • If the child is verbal and able to use phrases in their first language, are they using non-formulaic phrases in English? |
| CODE D | <p><i>These may be children who have moved from a non-English speaking country in the last 5 – 6 years or may have been in the English educational setting for the length of their schooling. It is likely that the children will have had exposure to good models of English outside the school setting.</i></p> <p>Competent Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks</p> <ul style="list-style-type: none"> • Are responses in both languages equal in most contexts, with supporting cues where necessary? • Do children who are not verbal respond appropriately to adults who are using complete sentences? |

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| | <ul style="list-style-type: none"> • If the child is verbal, is her/his use of clauses and phrases comparable or greater than in the first language, except in situations which will not have arisen in the first language context ie activities with magnets • Are children who are verbal able to use their speech in a variety of situations or settings? • Where appropriate to their cognitive level, is the child beginning to use written symbols and reading these back. • Is EAL no longer a barrier to successful engagement with others and in activities? |
| CODE E | <p><i>These may be children who have been born in the UK, whose parents/carers are fluent English speakers with a range of language beyond social contexts. They may also be older children who may have entered the education system as non-English speakers but who have had many years in which to develop English.</i></p> <p>Fluent Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.</p> <ul style="list-style-type: none"> • Do the child's responses indicate as full an understanding of English as their special need/disability allows? • Are the child's responses to English the same as any other monolingual English speaking child with similar needs/disabilities? • If the child is verbal, is their use of English equal or greater than that in their first language and as would be expected of a monolingual English only speaking child with similar needs /disabilities |

6. New Descriptors for Lambeth based on 5 Stages of English Proficiency - Reception to KS4

| LAMBETH STAGE 1 (New to English) | LAMBETH STAGE 2 (Becoming Familiar) | LAMBETH STAGE 3 (Becoming Confident) | | LAMBETH STAGE 4 (Fluent) |
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| DfE STAGE A (New to English) | DfE STAGE B (Early Acquisition) | DfE STAGE C: (Developing Competence) | DfE STAGE D (Competent) | DfE STAGE E (Fluent) |
| SPEAKING AND LISTENING | | | | |
| <ul style="list-style-type: none"> • Silent period • May use first language for learning and other purposes • Copies/repeats some words and/or phrases • Uses single words or short phrases • Has very basic, limited range of vocabulary • Understands some everyday expressions and simple instructions in English. | <ul style="list-style-type: none"> • Uses spoken English for 'social' purposes • Participates in learning activities with support • Has limited awareness of grammar syntax • Vocabulary is widening but tends to be related to familiar contexts • Is acquiring some topic/subject specific vocabulary • Follows day to day social communication in English • Understands simple instructions • Follows narrative/accounts with visual support | <ul style="list-style-type: none"> • May participate in learning activities with increasing independence • Uses spoken English confidently but structural inaccuracies still apparent • Has a fairly wide vocabulary, which includes a growing bank of subject-specific words • Gives appropriate responses to a wider range of situations without the need for visual support • Able to follow more complex verbal input and some abstract concepts | <ul style="list-style-type: none"> • Oral English is developing well, enabling successful engagement in activities across the curriculum, but might need support to refine English usage • Speech is more complex and mostly demonstrates an awareness and appropriate use of the rule of grammar and word order, with fewer errors • Has a wide vocabulary • Some vocabulary gaps still evident • Usually copes with wide range of verbal input from variety of sources | <ul style="list-style-type: none"> • Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language • Is a fluent speaker of English in a full range of situations |
| READING | | | | |
| <ul style="list-style-type: none"> • Minimal or no literacy in English | <ul style="list-style-type: none"> • May have developed some skills in reading • Copes with familiar words/word patterns and able to extract basic meaning from a familiar text | <ul style="list-style-type: none"> • May be able to follow more complex written English • Reads accurately but has difficulty interpreting complex texts related to the curriculum | <ul style="list-style-type: none"> • Can read and understand a wide variety of texts • Still needs some support to access subtle nuances of meaning | <ul style="list-style-type: none"> • Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language • Is a fluent reader of English, (with matching understanding), in a full range of situations |
| WRITING | | | | |
| <ul style="list-style-type: none"> • Minimal or no literacy in English | <ul style="list-style-type: none"> • May have developed some skills in writing • Can produce a small amount of independent writing with support from teachers/peers • Has limited awareness of grammar • Uses basic punctuation ie full stops and capital letters • Is becoming aware of basic phonemes and simple spelling patterns • Uses basic vocabulary | <ul style="list-style-type: none"> • Literacy will need ongoing support, particularly for understanding text & writing. • Strives towards more developed pieces of writing for a range of purposes • Demonstrates a growing awareness of grammar but some errors • Generally uses basic punctuation correctly, e.g. capital letters, full stops, questions marks and is demonstrating an awareness of a wider range of punctuation • Is producing improved spelling for a wider range of words • Developing a wider range of vocabulary | <ul style="list-style-type: none"> • Writes competently for a variety of purposes • Writing contains only occasional errors in grammar ie structure • Written English may lack complexity • Generally uses a wider range of punctuation (commas, apostrophes, inverted commas) and organizational devices accurately • Spells most words correctly • Uses a wide range of vocabulary, but needs support to further develop abstract vocabulary | <ul style="list-style-type: none"> • Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language • Is a fluent writer of English in a full range of situations |
| Needs a considerable amount of EAL support | Needs a significant amount of EAL support to access the curriculum | Requires ongoing EAL support to access the curriculum fully | Needs some/occasional EAL support to access complex curriculum materials and tasks | Operates without EAL support across the curriculum |