

Deaf-friendly teaching: For children who use English as an additional language (EAL)

For education
professionals



Acknowledgements

This resource has been developed by the National Deaf Children's Society and Teacher of the Deaf Kate Dixon, with support from Zheng Yen Ng, Tina Wakefield, Lynda Holland, Dr Merle Mahon, Ian Noon, Emma Fraser, Mel Gregory and Karen Thomas.

We would like to thank The Bell Foundation for their funding, expertise and support in the development of this resource.

This resource includes quotes and advice that Teachers of the Deaf have shared with us. We would like to thank all those who have generously submitted their views, experiences and case studies.

Contents

Introduction	4
1. Family support	6
Child information form template	7
2. Assessing deaf EAL learners	22
Case history form example	24
3. Classroom strategies	38
Teaching planning grid A	38
Teaching planning grid B	39
Glossary	51
Case history form template	54

A note about terms

We use the term 'deaf' to refer to all types of hearing loss, from mild to profound. This includes deafness in one ear or temporary hearing loss, such as glue ear.

We use the term 'parent' to refer to all parents and carers of children.

We use the term 'EAL learners' to refer children and young people who have been exposed to any spoken language other than English and who continue to be exposed to this other language in the home or community. This will include children and young people who:

- have arrived in the UK from other countries and whose first language is not English
- have lived in the UK for a long time and who may appear to be fluent or nearly fluent in English but who also speak another language at home
- were born in the UK but for whom the primary home language is not English.

Introduction

There is no reason why deaf children should not achieve as well as other children, as long as they receive the right support, right from the start. However, deaf children who are EAL learners may face additional challenges. This resource sets out those challenges, explores some teaching strategies and shares ideas to address the challenges.

In many respects, effective support for deaf EAL learners will look very similar to that provided to other deaf children. As such, we recommend you read this resource alongside our other resources in the *Deaf-Friendly Teaching* series. The series includes general information about hearing loss, its impact on learning, hearing technologies, communication approaches, teaching strategies and other developmental matters related to deafness in education. These resources can be downloaded for free from our website at ndcs.org.uk/deaf-friendly-teaching.

This resource includes template forms that may be helpful to professionals. These are also available to download as Word documents on our website at ndcs.org.uk/deaf-friendly-teaching-eal.

Who's this resource for?

This resource is primarily aimed at Teachers of the Deaf, but it may also be helpful for:

- EAL coordinators
- those responsible for coordinating provision for children with special educational or additional learning needs in schools
- all other staff working in education to support deaf EAL learners.

This resource provides advice on how to support deaf children of all ages who are EAL learners, including children who have yet to start school.

Why do we need this resource?

There are more than 1.7 million pupils in state-funded primary and secondary schools in England who use EAL.¹ The combination of being deaf and using EAL can have a significant impact on a child's learning and development. Deaf EAL learners often have to acquire English and learn the school curriculum through English at the same time.

1. The Bell Foundation. About the EAL Programme. bell-foundation.org.uk/what-we-do/eal-programme (accessed 29 January 2024).

Research by the Education Policy Institute has found that deaf children who use EAL achieve worse outcomes in their GCSEs than other children:

“In 2011, deaf EAL pupils had GCSE attainment at the 29th percentile and by 2019 this had only slightly improved to the 31st percentile, leaving this group of deaf children with GCSE grades lower than over two thirds of children.”²

2. Hutchinson, Jo. The Educational Outcomes of Deaf Children in England: Attainment at key stages 1, 2 and 4. Education Policy Institute. 2023. 30-32.

1 Family support

As with all deaf children, providing effective support to the family of deaf EAL learners is essential. This includes support to families of deaf EAL learners who have yet to start school and/or who are new to the UK.

There is a huge diversity among the families of children who are EAL learners.

- Families may not speak English as a first language themselves. In addition, they may lack literacy skills in English and/or their home language.
- Families may be new to the UK. They may be from countries where English is not spoken and where education or health services (such as newborn hearing screening) are not available.
- Some families may arrive to the UK as refugees or asylum seekers from areas of conflict. They may be unfamiliar or find it hard to access public services such as schooling, housing and healthcare.
- Families may be part of a resettlement programme and have other professionals supporting them, such as caseworkers.
- Research³ has found that parental attitudes are influenced by cultural beliefs about disability, including deafness, and the parents' perspective on how hearing loss is perceived in the cultural community. For example, some families might be reluctant for their children to wear noticeable hearing technology.

This diversity means a family-centred approach is important to make sure families are engaged with professionals, the school and their child's learning.

A new start for Anna

Anna and her family left Ukraine and resettled in Scotland after Russia invaded her hometown in Kyiv. To help support her communication, Anna and her parents attended our Family Sign Language and British Sign Language courses.

Read about Anna at ndcs.org.uk/settling-in-with-sign.

Identifying the child's needs

As a starting point, you should make sure you have as much information as possible about the deaf EAL learner and the family so that you can identify what support they may need. Take time to meet everyone involved with the child and their family.

3. Diken, I.H. Review of Research: An overview of parental perceptions in cross-cultural groups on disability. *Childhood Education*. 2006. 82(4): 236–240.

If needed, use an interpreter to help you gather this information from the family. For more information about using interpreters, see page 18.

Any information collected should be used and stored with care and in line with data protection requirements and policies. You may need to approach this sensitively, especially for families who are refugees or asylum seekers.

Below, you will find a template information form.

➔ Child information form template

Medical/clinical history

Information about deafness			
Level and description of deafness	Cause(s) of deafness (if known)		
Date and location of last hearing assessment	Audiogram attached	Yes	No
Date and location of diagnosis	Date and location of technology fitting (if applicable)		
Technology used (type and model)			
What technology has been used in the past? What technology is being used now? How is it being used? Is it appropriate for the child and their family?			

Audiological care information	
<p>Who is involved in the child's audiological care? For example:</p> <ul style="list-style-type: none"> • Audiologist • Ear, nose and throat (ENT) specialist • Cochlear implant centre • Speech and language therapist (SLT) 	
Health checks	
<p>Does the family have a GP?</p> <p>Is the family being seen by a health visitor?</p> <p>Has the child's vision been checked? When?</p> <p>Has the child been offered genetic testing in relation to their deafness?</p> <p>Has the child ever been seen by a paediatrician?</p>	
Additional needs	
<p>What other additional needs does the child have?</p> <p>Whose care are they under?</p> <p>Do they take medication?</p>	

Education details

Previous education (both in the UK and abroad)		
Previous school/setting	Child's age when they moved from previous school/setting	
Level or stage of education		
Assessment or exam information	Record of learning or work completed	
Level of spoken language		
Child's home language:		
Information from family	Information from assessment	Used where and when
English (or Welsh)		
Information from family	Information from assessment	Used where and when
Other languages used (if any):		
Information from family	Information from assessment	Used where and when

Level of sign language		
British Sign Language (BSL) or Irish Sign Language (ISL)		
Information from family	Information from assessment	Used where and when
Other sign languages used (if any):		
Information from family	Information from assessment	Used where and when
Level of reading and writing		
Child's home language:		
Information from family	Information from assessment	Used where and when
English (or Welsh)		
Information from family	Information from assessment	Used where and when
Other languages used (if any):		
Information from family	Information from assessment	Used where and when

Other education or language learning opportunities			
For example: <ul style="list-style-type: none"> • Community classes • Deaf group • Faith groups 			
Previous support received in school or setting			
Speech therapy	Occupational therapy	Physical therapy	Vision support
Evaluations/assessments			
Reports available			
Other information			

Other considerations

Note: These are not intended as direct questions to ask the family, but the information can be gathered when meeting with them.

Family's language use	
Parent's confidence using spoken English (or Welsh)	
Parent's confidence to read and write in English (or Welsh)	
Parent's confidence to read and write in their home language	
Siblings' confidence using spoken English (or Welsh)	
Other languages used by the family	
Interpreter/translation support	
Family's support network	
Who is their support network? Are they within the local community?	

Parent and child's understanding of their local education system	
<p>Admissions</p> <p>Assessment and exams</p> <p>Attendance</p> <p>Homework</p> <p>How to access extra resources and support for their child including needs assessments and free school meals</p>	
<p>Parent and child's understanding and access to support services including hospital, clinical and education</p>	
<p>Are the parents refugees or asylum seekers or included in a resettlement programme?</p>	
<p>Attitudes and cultural beliefs about deafness</p>	

Which language?

Families often believe they need to use English at home, as their child is using English at school. However, most professionals and academics agree that parents of deaf children should use the language they're most fluent in (most commonly their home language) with their child and communicate with them as much as possible.⁴

You should reassure the family that they should use their home language. Having a solid first language in place helps the child bond with their parents and family, and it also makes acquiring other languages easier. Using the home language within the home and with extended family can also help families share values, traditions and cultural identities. If children can speak and write in their families' home language, they can make new friends in their community and keep in touch with family and friends in their own country or region.

The only exception to the above is where children may have limited access to a spoken language. This may be because they have relatively little benefit from hearing aids, are awaiting a cochlear implant or have had inconsistent or no audiological input during their formative early years. In these cases, families should be supported and encouraged to use sign language with their child. You should ensure that families are able to access support in learning sign language themselves and that children receive an appropriate education placement.

In addition, it's important to recognise that some deaf learners with EAL will be multilingual and/or multimodal. It's also important to remember that, as with spoken languages, there are different sign languages throughout the world. Signed systems or sign languages may include:

- the sign language of the family's community or culture
- the sign language of the country they have been resident in before arriving in the UK
- British Sign Language (BSL) or Irish Sign Language (ISL)
- Sign Supported English (where signs are used in the same order as spoken English)
- home sign, which is a system of signs and gestures created to communicate with the deaf child within their own family.

Home sign may occur if parents do not know or have access to the signed language of their community. Home sign systems show some of the same characteristics of signed and spoken languages, and they are different from the gestures that accompany speech. Words and simple sentences are formed, often in similar patterns despite different home sign systems being developed in isolation from each other.

4. Mahon, M., Davis, A. Communicating with Deaf Children from Families where English is an Additional Language. *BATOD Magazine*. March 2012. 22–24.



My deaf child speaks two languages

Irina speaks Romanian at home and English in school. Watch her parents tell us why they decided to move to the UK and share their experience speaking English as an additional language by going to [youtube.com/watch?v=fGWXFRIFuFE](https://www.youtube.com/watch?v=fGWXFRIFuFE).

Building rapport with families

It's important to develop a good rapport with all families, especially when families are new to the UK. Some will be unfamiliar with public services, or they may have had negative experiences (for example, families from a Roma background).⁵

Take time to think about what you can do to build relationships and develop trust. Recognising the different cultural backgrounds of families will also help to build rapport. To support this, think about how you can develop your cultural competence skills or awareness of different cultural practices. This includes a knowledge of cultural beliefs and their impact on medical/health decisions, education choices and the beliefs about disability (both within the educational setting and the family).

Peer support

Many families of deaf EAL learners find it helpful to meet with other families who are experiencing the same journey. Community or local groups may already be available, or your service may wish to consider setting up informal opportunities for families to meet, such as coffee mornings. As well as providing families with peer support and local connections, these kinds of local groups may offer opportunities for families to familiarise themselves with local health and education services. They can also be opportunities to provide information and advice on, for example, effective use of hearing technology and ideas for supporting their child's learning.

When families are from cultural backgrounds where disability is seen as negative or 'shameful', community and local groups may be a useful way of promoting more positive attitudes around deafness through, for example, the use of role models.

Supporting early years children in the home (0 to 3 years)

Working with families of deaf babies and children at home is a great opportunity to provide the support and information families need so they can start to make informed choices about their child's deafness.

5. Deaf Children From Ethnic Minority Groups: A literature review by the National Deaf Children's Society. 2021. [ndcs.org.uk/media/6795/ndcs-literature-review-deaf-children-from-ethnic-minority-groups-final.pdf](https://www.ndcs.org.uk/media/6795/ndcs-literature-review-deaf-children-from-ethnic-minority-groups-final.pdf)

It's also an ideal opportunity to create a rich language environment through showing the importance of and respect for the language used in the home. Where available and if it's needed, it may be possible to invite an interpreter or support worker from the community. Model play with resources available in the home, with a focus on language development. Meaningful discussions can take place that will encourage learning through play.

You may also be interested in sharing and working together with families on our resource *Success from the Start: A developmental resource for families of deaf children aged 0 to 3*. This resource is designed to support families and professionals to value and recognise the family's experiences and observations of language development. Sharing these experiences can help establish positive working relationships. It also builds a clear understanding of language needs, all of which can be fed into a support plan for the family.

Order or download *Success from the Start* at ndcs.org.uk/successfromthestart.

Planning for starting at the early years setting or school

Creating a welcoming environment in any education setting is important for all families with deaf EAL learners, but it is especially important where families are new to the UK and/or where families have arrived from areas of conflict. Where possible, the child's start date at the setting should be planned in advance so there can be a comprehensive induction for the EAL learner and their family.

All staff should be told about their arrival so that everyone makes sure they welcome them. This may seem simple, but it can have a lasting positive impact on the child and their family. For the family of an EAL learner, especially those newly arrived in the UK, the setting often becomes central to their lives. It is the place they come for the support and the information they need to settle into a new community.

Working with other professionals

In supporting deaf EAL learners, you'll need to work closely with a team of other professionals who can meet the needs of the child and family. They may include classroom teachers, teaching assistants, Teachers of the Deaf, speech and language therapists, audiologists, special educational or additional learning needs coordinators, and EAL coordinators. In the case of resettlement programmes, the family may also have a caseworker who can help them access these services and share key information with the professionals about the family's experiences.⁶

To build trust and understanding, take time to explain to the child and the family the roles and remits of the professionals supporting them.

6. For more information on working with refugee families, see NatSIP's Briefing Note: Considerations on the arrival of a refugee family with a child with sensory impairment. 2022. natsip.org.uk/doc-library-login/natsip-briefing-documents-and-papers/considerations-on-the-arrival-of-a-refugee-family-with-a-child-with-sensory-impairment

Everyone working with the family and child will need to make sure there's consistency in the language and educational support being given. This partnership work should be carefully recorded, along with all other records kept on the child's levels and progress. The records will be useful for maintaining consistency of support if the family relocates to a different area or transfers to a different setting.

Share with all the professionals involved what you know about the family including:

- how best to share information so the family can access it (for example, in person, over the phone or through text)
- how easily they can attend appointments (for example, do they drive or have access to a car)
- other limiting factors (for example, other siblings who need care).

Give families plenty of time to meet with the professionals involved in their child's clinical and educational care. Support professionals to provide information that is accessible and meaningful to the family, including practical ways they can support their child.

“I found joint teaching sessions with speech and language therapists to be a successful strategy – using functional topics around time, the weather, days of the weeks and months of the year, a lot of question-and-answer work was covered.

– Head of education service

Audiology services will be key to making sure that the deaf EAL learner has hearing technology that meets their language and learning needs. They also ensure that the child and their family understand the benefits.

Accessible information

Any written communication with the family should be clear, concise and accessible. Use simple language (without losing any essential meaning) that is free of jargon. Explain any technical terms in plain English.

You could also use a translation tool for short words and phrases. Where possible, check any translations with someone who speaks the language. For more about translating information, see page 20.

Some simple tips are shown below.

Accessible language

- Decide who the material is for, and adapt it for them.
- Keep sentences short.
- Use commonly used vocabulary (try the Collins COBUILD English Dictionary to find frequently used words).
- Consider adding a glossary.
- Avoid the passive voice, complex sentences and idioms.

Use a clear layout

- Use bullet points, and space them well.
- Use diagrams or other visual aids where appropriate.
- Keep the font size at least 14 point.
- Use a clear sans-serif font (such as Arial).

Check your modification

- Use computer software (such as Microsoft Word) to see how much you have improved the readability. The Hemingway Editor is another free online tool to check how clear your writing is – visit hemingwayapp.com.
- Ask for a second opinion; has the meaning stayed the same?
- Have you retained the technical or subject terms the learner needs to know and understand? Consider using other methods for communicating important information, including using interpreters or translating materials.

Using interpreters

Using interpreters, where needed, will ensure families have full access to information. Interpreters are especially important during induction, planning and transition meetings.

An interpreter can also help families access written materials, such as reports that aren't translated into their home language or that they may find difficult to understand if their literacy skills in English or the home language aren't strong.

Interpreting services can be expensive and may be difficult to access on a daily or regular basis. Where funding for interpreters is limited, explore whether support can be given by a local community group or voluntary service.

Using a family member as an interpreter is strongly discouraged. This is because of issues around confidentiality. Also, information may not always be interpreted correctly, particularly if there are key terms that the family member isn't familiar with.

From Syria to Northern Ireland

Yasmin's Teacher of the Deaf put her family in touch with us as she felt they could benefit from Family Sign Language (FSL). Working with an Arabic interpreter and an FSL tutor, the family was able to learn sign language together.

Read Yasmin's story at ndcs.org.uk/yasmin.

Selecting an interpreter

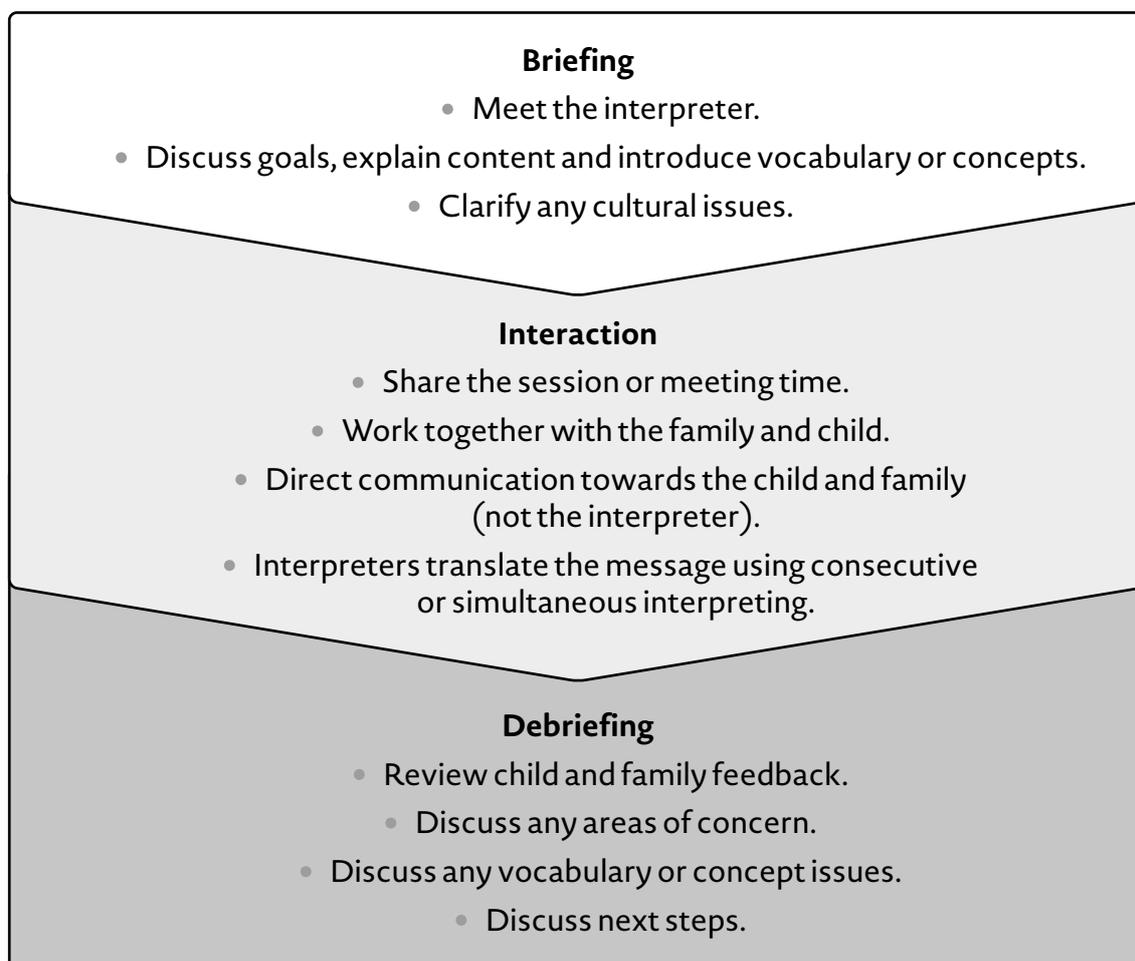
Finding the right interpreter is important. This role may be filled by different people depending on the situation. The interpreter you select to give a quick message to parents at the end of the day may not be the same as the one you select to come to an intervention session or a planning meeting.

Professional interpreters are trained to work effectively and efficiently in their role and to respect the confidentiality of all meetings. You may need to allow time and preparation before any key meetings to allow the interpreters to become familiar with the terms and language around hearing loss that will be used.

The Bell Foundation has more information on working with interpreters – see bell-foundation.org.uk/resources/eal-assessment-framework/home-language-assessment.

Briefing, interaction and debriefing (BID) process flow chart

A simple tool for working with interpreters is known as the briefing, interaction and debriefing (BID) process. It's a process that has been adapted from the 2002 edition of Henriette Langdon's *Interpreters and Translators in Communication Disorders: A practitioner's handbook*. It's a simple template for how to use interpreters to ensure better access and outcomes for children and their families.



Young Interpreters

The Young Interpreter Scheme® provides peer support for pupils who are learning EAL. The scheme recognises the huge potential that exists within each school community for pupils of all ages to use their skills and knowledge to support new learners of English so that they feel safe, settled and valued from the start.

Young Interpreters undergo specific training to prepare for this role and are selected based on different personal qualities they may have. The support they can offer to a newly arrived pupil can be very reassuring from a parent or carer's point of view at a time when their child may be adapting to substantial changes. It also supports school staff in a variety of ways at different points during the school day.

Find out more about the Young Interpreter Scheme at hants.gov.uk/educationandlearning/emtas/supportinglanguages/young-interpreters-guide.

Translating information

Where families' understanding of written English is limited, having reports and written materials in a language that they can read is also important. This applies to any emails and letters that are sent to them for the appointments, especially for the initial appointments. Consider asking the parents what would work best for them, as there are many technological alternatives available. It's important that any communication sent home, whether in audio, video or written format, is given in clear, simple English. This makes it easier for parents to use free online translation tools and apps, such as Google Translate, Apple Translate and Microsoft Translator.

There are professional services that can do these translations. Translation is a costly service, so talk to health and education services about how they will secure funding for this. Daily interactions and sharing information between the school and the family could be done through someone within your setting who speaks the same language as the family.



The Bell Foundation has created guidance about the English education system for parents, which has been translated in 22 languages. These are available to download for free at bell-foundation.org.uk/resources/guidance/parental-involvement/guidance-for-parents-english-education-system.

There is also guidance about the Scottish education system, which has been translated in 12 languages: bell-foundation.org.uk/resources/guidance/parental-involvement/guidance-for-parents-scottish-education-system.

How to support deaf EAL learners and their families

- Recognise and respect the diversity of experiences and backgrounds of deaf EAL learners.
- Gather as much information as possible about the deaf EAL learner and the family, and build and develop rapport with them.
- Encourage families to use the language they're most fluent in when communicating with their child at home.
- Plan in advance for a new child starting a setting.
- Make sure families are clear on the roles of different professionals and services that can help them.
- Make sure all communications are clear, simple and easy to understand.
- Where possible, use professional interpreters who have appropriate cultural and linguistic knowledge relevant to the family.
- Make sure families have access to translated information about local services, where appropriate.

2 Assessing deaf EAL learners

Assessment of language and communication development is key to establishing a baseline of all the child's language, communication and literacy skills. Knowing which language skills are strongest in terms of spoken language, reading and writing will also be useful.

Teachers of the Deaf will already be experienced in using specialist assessments to identify the English language skills of deaf children. This section is primarily focused on issues to consider when assessing deaf learners who use English as an additional language.

It can be challenging for Teachers of the Deaf and education settings to get detailed information about the language skills of deaf EAL learners before they join the setting. As well as the child's language development in both their home language and English, it will be helpful to know about:

- the learning environments they've previously been in
- the cultural context of language learning in their family
- the parents' understanding of the effect of their child's hearing loss on their language development
- their learning in general.

Even where children have lived in the UK for some time and appear to be fluent or nearly fluent in English, it's still important to continually assess their English language skills. It can be quite common for an EAL learner to be competent in social language situations for their year group while also being delayed in acquiring academic content. For this reason, schools should routinely assess progress in English language proficiency within the context of curriculum learning, considering that proficiency can vary across the four strands of language use (speaking, listening, reading and writing). For instance, a pupil may be fluent in everyday spoken English, but they may find giving an oral report on a science experiment challenging.

In addition, carrying out a home language assessment can help establish what a learner can do in their first language. This enables schools to compare the pupil's levels of competence in their first language versus English and indicates potential learning needs. There are not many assessments available to assess the full range of languages, so you might need to gather information more informally through:

- guided observations
- discussions
- assessments that are available in the home language
- assessments made through an interpreter.

What's needed for assessing a deaf EAL learner?

Assessment is an ongoing process. It's important to begin building a picture from the time the child starts school and to systematically complete the assessment over time to make sure the initial picture is valid. A clear process needs to be set for comprehensive assessment.

You also need to identify and agree the purpose of the assessment. It may include one or more of the following:

- Establish a baseline of language proficiency to identify a child's starting point.
- Find out if there is a specific language impairment or a language difference.
- Assess progress.
- Gather data to support a prognosis.
- Identify the best intervention approach for the child.

Before any assessment, it's important to complete a full case history for the child, including their family background. This will help you decide which assessment approach to use and how to assess the child. You could start by using a questionnaire to gather information from the family and other relevant people who know the child. This could include community support workers, clinical staff and those from a previous educational placement.

Think about what kind of case history form would work best for this. It'll need to suit the education setting and capture any issues, concerns and other relevant supporting information. An example case history form is shown on the next page. Make sure you include which languages are being assessed and against which benchmark(s).

Ideally, deaf EAL learners will be assessed by a bilingual teacher, speech and language therapist, or therapist who has experience in assessing children with different cultural and linguistic backgrounds. They'll need to be fluent in both English and the language of the child. However, it can be difficult to find someone who has these attributes. The next best alternative is if a teacher or therapist carries out the assessment with assistance from a known, trained interpreter.

➔ Case history form example

This form should be completed by the school, Teacher of the Deaf, family and any other professional(s) working with the child. A blank template of this form is available on page 54, or you can download a Word version by going to ndcs.org.uk/deaf-friendly-teaching-eal.

Name	Muhammad Ahmed
Year level	Year 4
Sibling at school	No
Country of origin	Pakistan
Home language(s)	Urdu
Previous education placement	School in Pakistan
Years of education in English	2
Hearing loss	Bilateral moderate sensorineural hearing loss
Technology used	Hearing aids and a radio aid
Assessment summary	
<p>Audiology and use of personal technology (include any current testing, audiograms or relevant clinical results)</p> <p>Audiogram</p> <p>Functional listening test</p> <p>Pupil feedback form</p>	<p>[Include Muhammad's audiogram and summary of assessment results.]</p> <p>Muhammad does not wear his hearing aids at home.</p> <p>When Muhammad is wearing his hearing technology, he has access to all the speech sounds.</p> <p>Muhammad reports he has problems hearing in the school hall and at playtimes.</p>

<p>Receptive language (include the assessment used)</p>	<p>Muhammad came out with a low score on the British Picture Vocabulary Scale (BPVS) assessment. However, he was able to use some strategies to work out which was the most likely answer.</p> <p>Muhammad can identify plurals and regular past tenses, but he's not always hearing the 's' and 'ed' sounds.</p> <p>He's able to make some inferences and draw conclusions.</p>
<p>Expressive language (include the assessment used)</p>	<p>Muhammad is struggling to form more complex sentences, but he can repeat them back.</p> <p>He's not using the past tense in spoken utterances.</p>
<p>Reading (include the assessment used)</p>	<p>Muhammad knows all 44 phonemes in the English language but struggles to blend and segment accurately.</p> <p>Muhammad's comprehension is affected by his poor knowledge of vocabulary.</p>
<p>Writing (include the assessment used)</p>	<p>Muhammad can spell some high frequency words. His phonic attempts can be variable.</p> <p>Muhammad can structure simple sentences, but he may leave off word endings.</p> <p>Muhammad can use more complex sentences when he talks about what he wants to write, but he continues to need support to write these down.</p> <p>Muhammad can become muddled when recording information.</p> <p>Muhammad has some great ideas.</p>

Support strategies (include key strategies to support language and learning used across the school programme)	
1	<p>Muhammad needs support to produce the word ending such as 's' and 'ed' in his speech consistently. Make sure the radio aid is being used in all lessons and is working. Speak to parents about how hearing aids are used at home and about borrowing the radio aid for community groups, such as mosque school.</p> <p>Draw attention to word endings in written texts.</p>
2	<p>Muhammad continues to need access to a daily phonics intervention programme.</p>
3	<p>Ten key vocabulary words to be identified and taught fortnightly.</p> <p>Provide access to word/vocabulary mats to support specific curriculum vocab. See bell-foundation.org.uk/resources.</p>
4	<p>Use graphic organisers to help Muhammad structure his written work. See bell-foundation.org.uk/resources/detail/graphic-organisers.</p>
5	<p>Use a chart to support Muhammad to look after his hearing technology.</p>
6	<p>Set up half-termly meetings with Muhammad's family and an interpreter to support the family's understanding of deafness and how best to support Muhammad at school.</p> <p>Teacher of the Deaf to carry out home visit.</p>

Additional observations
<p>Muhammad may remove his hearing aids in noisy environments, such as playtimes, and not replace them. They're often not working, and he doesn't have batteries at school. His earmoulds need replacing.</p> <p>Muhammad needs to be reminded to put the radio aid onto charge at the end of the day.</p> <p>Muhammad tells us he doesn't need hearing aids, and at home he plays on his Xbox until bedtime.</p> <p>Homework is rarely completed.</p>

Key staff	
SENCO/EAL coordinator	
Support assistant	
Interpreter or interpreter service	
External agencies (clinical, education, community and so on)	

Date of profile		Date of review	
Profile completed by			

Language maps

Language maps are a way to gather information about the languages used at home, how they're used in daily life and for what percentage of time. This can help you understand what language exposure the child has and what complexity of language they're using.

This information can show which language to focus on, what might be having an effect on their progress in language development and where to focus your support or intervention. You could try different ways to gather this information. For example, try having a conversation with parents or family members.

More ideas for creating and using language maps can be found at [elgazette.com/mapping-language-skills-in-the-esl-classroom](https://www.elgazette.com/mapping-language-skills-in-the-esl-classroom).

Language maps should be updated over time to monitor any changes in language use and development. It can also be completed by a professional who could visit the child and family in different settings, such as a visiting Teacher of the Deaf. Information can also be gathered from teachers, family members, community members and others who know the child and family.

Pupil voices

Surveys and questionnaires can help you find out more about how the pupil is accessing teaching and learning.

You can access a template EAL pupil voice questionnaire from Leeds for Learning at leedsforlearning.co.uk/Page/17361.

Children who are new to English may share information in a variety of ways that do not involve language. Images, pictures and photos can be used as a starting point to find out more about the child. They can be culturally specific and explore the child's interests, experiences and opinions.

Talking Mats is an example of an approach that professionals can use to support holistic and person-centred planning and practice across a range of education settings, from early years through to college.

More information is available at talkingmats.com/talking-mats-in-action/for-education.

Choosing assessments

A range of assessments should be used to find out the child's:

- proficiency and knowledge of their home language
- communication skills
- proficiency in English
- proficiency in British Sign Language (BSL) or Irish Sign Language (ISL)
- literacy (in English, their home language or both)
- proficiency in specific curriculum areas
- non-verbal intelligence.

Families, school staff, Teachers of the Deaf and other professionals working with the child should all be contributing to these assessments.

When deciding which assessment to carry out, it's important to remember the following:

- The EAL coordinator in school may already be using a range of assessment tools to monitor progress.
- Informal assessment is as valuable as formal assessment.
- Instructional language and the vocabulary of the test may be complicated or unfamiliar and prevent the child from showing what they know.
- Some tests may have cultural aspects that are unfamiliar to the child.
- Standardised tests on the whole population may have been carried out several years ago and may not capture enough data on deaf EAL learners.
- 'Soft data' (what the child does when completing an assessment) can be as valuable as 'hard data' (the results of the assessment).
- Deaf learners with EAL do not always follow a similar trajectory to their monolingual peers. They may have more uneven profiles. They may be multilingual and/or bimodal learners.
- Home language development is as important to the child's language profile as English.
- The child's ability and motivation to communicate effectively and appropriately is as important as their language ability.
- Formative assessment is more culturally fair to those from different linguistic or cultural backgrounds and may be more sensitive for measuring change in language over time.

Translating assessments

When providing assessments in the child's home language, teachers will need to:

- be wary of translating any tests from English as languages do not translate exactly (for example, when using online translation software)
- avoid translating specialist terms that the learner may not have been exposed to during previous learning (for example, 'GCSE', 'SATs', 'the Industrial Revolution' or 'long-shore drift').

Standardised tests

Formal standardised tests may not be suitable for all deaf learners who use EAL. Many have been designed to assess pupils whose first language is English, and they can often contain unfamiliar cultural items and vocabulary. Deaf EAL learners are likely to underperform on such tests, which can lead to lowered expectations and lower self-esteem.

Non-verbal reasoning test scores can give some indication of a learner's ability and strengths. However, these should also be treated with caution, as some children will be unfamiliar with the task types these tests use.

Informal assessment

While formal assessment tools are central to learning programmes, regular informal assessment is also important as a way of gathering information about baseline skills, areas of need and strengths. It can also help you monitor the child's progress in both language development and curriculum knowledge.

Ways of capturing informal assessments could include:

- annotations alongside the pupil's work
- photographic or video observations
- written records.

Observation

Before starting any observation, think about the reasons for the observation and how to capture the most important information. Scheduling observations can be challenging in terms of time, staff and training, but observations are a useful way to build a complete picture of the child, their development and their progress.

Snapshot observations can be carried out by any member of the school staff at any time. They could include, for example, language observed in the playground with friends or at pickup time with the family. More detailed observations can be planned during curriculum time to find out information on, for example, engagement with tasks, listening behaviours, communication ability or advocacy skills.

Assessing home communication and language

Research shows that children who have good support in both their home language and English have better academic outcomes.⁷ Assessing the home language not only allows professionals to support the home language, where appropriate, but it will also inform the second language learning journey as well. It's important to remember to:

- Use a range of methods to collect information including checklists, questionnaires, videos and observations.
- Use a bilingual interpreter from home or the community where possible.
- Be aware of language domains and bilingualism.
- Be aware of cultural implications.

When assessing the child's home communication and language, be aware of the following:

- The learner may know some things in one language but not in the other. There may be aspects of the curriculum that learners cannot talk about in the home language because they have no experience of learning it before. For example, a young learner may know the name of common household items only in the home language, but they'll know the names of 2D maths shapes only in English.
- Some families may limit using their home language when they arrive in the UK, believing that this will benefit their child.
- If there is no local community sharing their language, families may find it hard to maintain their first language.
- Cultural expectations in speaking and listening exchanges with young children may vary. Some young children may not be expected to speak much, and they may not feel comfortable speaking with a stranger. There may also be differences in approaches to interrupting and turn-taking.

The MacArthur-Bates Communicative Development Inventory (CDIs) is a parent report checklist appropriate for children learning English and/or Spanish, but it has been developed in a wide variety of languages and dialects. It's standardised for children between 16 and 30 months, but it can be used with older children without the standardisation. More information is available at ndcs.org.uk/macarthur-communication.

7. Thomas, W.P., Collier, V.P. A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement. Center for Research on Education, Diversity, and Excellence, University of California, Santa Cruz. 2002.

Assessing communication, English and British Sign Language (BSL)

Teachers of the Deaf and speech and language therapists have a range of assessments to check deaf learners' communication, language and BSL proficiency. However, it's important to remember that not all of these will be suitable for deaf learners with EAL. Below are some assessments that could be used with this group.

Success from the Start: A developmental resource for families of deaf children aged 0 to 3

can be used to monitor and track the development of communication, spoken English and British Sign Language (BSL). Although it was developed for the 0 to 3 age range, the checklists could be used with older children and their families.

ndcs.org.uk/successfromthestart

British Picture Vocabulary Scale (BPVS) assesses receptive (hearing) vocabulary in children aged 3 to 16 years. As no reading is required, BPVS can be used to assess vocabulary development in those with EAL. Be aware that some of the pictures are culturally specific. gl-assessment.co.uk/assessments/products/british-picture-vocabulary-scale

The New Reynell Developmental Language Scales (NRDLS) provides diagnostic information about a child's production and understanding of spoken language. The *Multilingual Toolkit* is an additional handbook that gives guidance on how to adapt and use the NRDLS with children with EAL. Be aware that some of the pictures are culturally specific. gl-assessment.co.uk/assessments/products/new-reynell-developmental-language-scales

British Sign Language Vocabulary Test is a computer-based assessment of signed language understanding and production in children aged 4 to 15 years. The test consists of four child-friendly tasks that include pictures and video-recorded signs. It has been specifically designed to be suitable for use with deaf children. dcalportal.org/tests/vt

BSL Receptive Skills Test measures the child's understanding of sign language grammar in sentences. The test is for deaf children aged 3 to 12 years who use BSL, but it can also be used with older children whose sign language skills are delayed. dcalportal.org/tests/rst

Assessing BSL Development: Production Test (Narrative Skills) is an assessment of expressive language ability in BSL for children aged 4 to 11. The test assesses a child's ability to remember and structure a narrative and to use aspects of BSL grammar through a story recall task of a scenario that the child watches on a DVD. signlang-assessment.info/assessing-bsl-development-production-test-narrative-skills.html

Assessing literacy

Deaf EAL learners learning to read and write in their additional language will have all the challenges that deaf learners experience. Specifically, there may be additional challenges with synthetic phonics, comprehension and new grammatical constructions.

York Assessment of Reading and Comprehension (YARC) assesses English reading and comprehension skills, and it can identify specific issues with, for example, phonological processing and comprehension. Children are benchmarked using a single word reading test to decide which text should be administered. EAL pupils were included in the standardisation sample. gl-assessment.co.uk/assessments/products/yarc

Assessing auditory and speech perception

Speech intelligibility (how clearly the deaf EAL learner's speech can be understood) and functional listening (what a child can hear in the learning environment) assessments are also very valuable. Results may support:

- meeting thresholds for suitability for other hearing technologies
- identification of language or phonological processing difficulties
- understanding the deaf learner's use of lip patterns
- engagement with the family regarding how personal hearing technology is used in the home.

When assessing the listening skills of deaf learners with EAL, you'll need to find out the difference between what they're able to detect and respond to compared to what they're able to hear but are unable to understand because of their limited language, poor listening conditions or faulty technology. This will help those working to support the child in the classroom and audiology services.

No single test will give you all the information you need, but using different assessments and approaches together will give you the best picture of the learner's functional listening abilities in everyday life.

Ling Six Sounds span the length of the speech banana, and if the child responds to all of these sounds, we estimate that they have access to all the sounds of speech. However, be aware that the speech banana may not cover all the speech sounds in all languages. Presentation of the Ling sounds should also be considered. For example, 'oo' maybe accompanied by a picture of a cow – moo, but cows may not always say 'moo' in different cultures. Translations of the Ling sounds into different languages can be found on the MED-EL website. medel.com/support/rehabilitation/rehabilitation-downloads-for-children

EAL toy test uses toys to identify what the child can hear. It was developed because it was found that test materials such as the McCormick Toy Test were less effective in identifying hearing difficulties in children who use EAL. When developing the EAL toy test, they identified words acquired by young Asian immigrant children and produced a developmentally and culturally appropriate set of 14 words. soundbytesolutions.co.uk/word-lists/english-as-an-additional-language-toy-test

Assessing cognitive development

Assessing cognitive development in deaf children with EAL is extremely important. A nonverbal reasoning test allows you to measure a child's potential to learn without having a language barrier. Tests should always be carried out by those familiar with communicating with deaf children so that any communication or language difficulties don't impact on the results of the assessment.

Test of Nonverbal Intelligence (TONI-4) measures nonverbal intelligence. It's a norm-referenced test that taps into abstract reasoning and figural problem-solving. The task lasts approximately 10 to 15 minutes. Be aware that there are both verbal and nonverbal instructions, and some children may not feel comfortable with the puzzle-like format. Test directions are in Spanish, French, German, Chinese, Vietnamese, Korean and Tagalog. annarbor.co.uk/index.php?main_page=index&cPath=253_422_205

More information about the specialist assessments mentioned in this section can be found on our website at ndcs.org.uk/assessments.

Levels of English language proficiency

Knowing an EAL learner's English language proficiency is important for schools and teachers in informing the most appropriate support.

The Bell Foundation's free, evidence-informed *EAL Assessment Framework for Schools* resources can be used for initial and ongoing assessments and can support an effective whole-school approach to assessing an EAL learner's progression. The framework is intended to be used to report on children's needs as EAL learners, distinct from any language needs arising from having special educational needs. bell-foundation.org.uk/resources/eal-assessment-framework

The following levels of proficiency in English were initially introduced by the Department for Education in 2016. They are used within the *EAL Assessment Framework for Schools* and all Bell Foundation resources. These bands have been adopted by many schools.

Band A: New to English

Pupils who are 'New to English' will progress at very different rates according to their educational background and the effectiveness of the support they receive. New-to-English learners can be described as working at band A on The Bell Foundation's EAL Assessment Framework. As a general rule, New-to-English learners tend to be in their first two years of learning English.

Learners who are New to English (working at band A):

- engage in highly scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings
- show emerging competence in basic oral expression
- demonstrate little or no knowledge of written English, taking first steps to engage with written and digital texts in English
- demonstrate competence in managing basic, simple and isolated phrases.

Learners working at band A will require considerable support to access curriculum content.

Band B: Early Acquisition

Pupils who are in the 'Early Acquisition' stage of learning can be described as working at band B on The Bell Foundation's EAL Assessment Framework. As with New-to-English learners, those at the Early Acquisition stage tend to be in their first two years of learning.

Learners who are at the Early Acquisition stage (working at band B):

- show a developing autonomy in processing speech
- show emerging competence in the ability to respond verbally in interactions with others
- make sense of written text at word and phrase/sentence level, using visual information to help decipher meaning
- demonstrate competence in producing simple sentences and paragraphs on familiar topics in a way that conforms to taught expectations.

Learners working at band B will still need a significant amount of EAL support to access the curriculum.

During the **New to English** and **Early Acquisition stages**, the focus for teaching and support should be on effective communication and 'meaning-making'. At these stages, fluency and building confidence is more important than accuracy.

Band C: Developing Competence

Pupils who are 'Developing Competence' have typically been learning English between two and five years. In The Bell Foundation's EAL Assessment Framework, these learners can be described as working at band C.

At this stage, learners would typically be confident in communicating in English and would be starting to develop more control of functional language. Their spoken English, however, may not be particularly accurate, with surface errors sometimes continuing for a number of years.

Learners who are at the Developing Competence stage (working at band C):

- show developing independence in using basic listening skills to engage with learning
- demonstrate emerging competence in spontaneous expression and communication
- draw on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks
- demonstrate competence in describing and narrating personal experiences with greater accuracy
- begin to experiment with more sophisticated writing in a variety of genres in different curriculum contexts.

Learners working at band C will require ongoing EAL support to access the curriculum fully.

At this stage, the focus for teaching and support should be about increasing range and accuracy of language use. EAL learners who are **Developing Competence** need to be encouraged to notice key features of English and self-correct.

Band D: Competent

Pupils who are 'Competent' users of EAL would be described as working at band D on The Bell Foundation's EAL Assessment Framework.

Learners who are at the Competent stage (working at band D):

- apply listening skills over an increasing range of contexts and functions
- demonstrate competence in producing more varied and complex speech in a wider range of contexts
- engage with curriculum-related reading activities independently and productively in different subject areas
- demonstrate competence in controlling the content and structure of writing with greater accuracy and with a fuller range of vocabulary and grammar.

Band E: Fluent

Pupils who are 'Fluent' users of EAL would be described as working at band E on The Bell Foundation's EAL Assessment Framework.

Learners who are at the Fluent stage (working at band E):

- demonstrate confidence in writing accurately and independently in a variety of genres
- engage with curriculum-related reading activities independently and productively in different subject areas
- show competence in fluent, creative use of spoken English
- show an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance.

At the **Competent** and **Fluent** stages, the focus for teaching and support should be about promoting more sophisticated uses of language, exploring how to control genre and register, and varying style and format to adapt to different requirements and contexts.

Learners working at both the Competent and Fluent stages may still need some support to access complex curriculum material and tasks.

How to support deaf EAL learners

- Get detailed information about the child's language development in their home language and in English, Welsh and/or British Sign Language or Irish Sign Language.
- Familiarise yourself with good practice and frameworks used with EAL learners generally, including The Bell Foundation EAL Assessment Framework.
- Make use of the different specialist assessments available, using them appropriately and recognising any limitations, where applicable, for deaf EAL learners.
- Where possible, use bilingual professionals to carry out specialist assessments – or make sure you use a trained interpreter to support the child.

3 Classroom strategies

Deafness isn't a learning disability, and given the right support, deaf children have the same potential to attain and achieve as any hearing child. Deaf EAL learners will need this additional support, as many of them will be playing 'catch-up' in a changing environment where they have to learn at least one new language while they're also learning the curriculum.

As well as the support that is provided for deaf children generally, it's very likely that adjustments will be needed for the deaf EAL learner to access learning. As set out in the previous sections, having a clear understanding of the deaf EAL learner's proficiency in English and their home language is key. For example, where deaf EAL learners are using a different language in the home, this could be used to scaffold their understanding in English.

→ Teaching planning grid A

Thinking through a session and breaking it down into parts can help you identify what language support and resources are needed and how best to make the child feel supported.

The following grid (with example text) may be helpful in planning for a deaf EAL learner.

Pupil name: Muhammad		Topic/lesson: Science – Cause and effect	
<p>Learning outcome:</p> <p>Muhammad is able to tell someone else what happens to an egg when it's boiled and fill in a cause-and-effect table.</p>	<p>Speaking and listening tasks</p> <p>Using language to explain and describe:</p> <p>I think...</p> <p>Because...</p> <p>When...</p> <p>This is different from/because...</p> <p>The differences between... and... are...</p>	<p>Supporting reading</p> <p>Muhammad will need some support from his TA.</p>	<p>Visual</p> <p>Photos</p> <p>Word mat</p>

<p>Modelling</p> <p>Language structures to describe the change in the egg</p>	<p>Vocabulary needed</p> <p>Boil, white, yolk, transparent, change, cause and effect</p>	<p>Home language skills</p> <p>Does Muhammad have the vocabulary in his home language?</p>	<p>EAL resources</p> <p>Bilingual TA</p>
<p>Evaluation</p> <p>Muhammad has some basic vocabulary in his home language but not more complex terms, such as cause, effect, yolk and white.</p> <p>Muhammad is able to form more complex sentences describing cause and effect after they have been modelled.</p> <p>Muhammad needs more practice using the same sentence structures but in different situations and subject areas.</p>		<p>Next steps</p> <p>His bilingual TA is teaching the vocabulary in both languages so he can talk to his family about what he did.</p> <p>Photos have also been sent home of the task and his chart.</p> <p>Muhammad will be able to use cause and effect language structures in PE to describe the change in body temperature and heart rate after exercise.</p>	

→ Teaching planning grid B

Another grid⁸ for recording the areas specific to an EAL learner is shown below with example text. Using this approach, you can record the adjustments and what you need to focus on in terms of English as an additional language.

Topic	Activity	Language function	Language structure	Vocabulary
Light and dark	Looking at objects through coloured blocks or cellophane to see what impact the colour has and whether the colour changes	Describing Comparing	<p><i>What colour are you using?</i></p> <p>It's blue.</p> <p><i>What colour does it become?</i></p> <p>I was looking at the yellow ball. It changed to green.</p>	<p>Colour blocks</p> <p>Cellophane</p> <p>Red, green, blue, yellow, pink and purple</p> <p>Change</p> <p>Become</p>

8. Taken from Gibbons, P. Learning to Learn in a Second Language. 1991. Heinemann, Portsmouth.

Language development across the curriculum

Having high expectations for deaf EAL learners is important. Once support is in place, learning should be no less challenging or stretching for deaf EAL learners than for their peers who have English as a first language. Like any other learner, the EAL learner will have areas of strength and interest, and these should be taken into account. Teachers are responsible for both the learning and the language development that takes place in the classroom. They will need to consider:

- what spoken or signed language demands there will be
- what pupils will need to listen to
- what texts pupils will be reading
- what genres will be introduced
- what aspect of grammar the tasks will entail
- what specific vocabulary will be required.

Deaf EAL learners in the early stages of English language development will benefit from the following:

- **Hands-on experiential learning:** Provide opportunities to learn through all the senses and to apply the new language to a real-life experience. For example, if you're working on letter-writing structure, you might talk about gathering and using appropriate materials, writing a letter to a family member, going to mail the letter, receiving the letter and responding.
- **Visual cues and supports:** This includes using sign language, gestures, pictures, photos, videos and books. Visual cues allow the child to link the auditory event of a new vocabulary word, language or concept with an object, helping them to better understand the meaning.
- **Building on foundation knowledge:** This is critical to make sure learning is accessible for the child, but it should still have the right amount of challenge to be effective.
- **Talking around a topic and across the curriculum:** Give a broad context for the child's understanding of new information. Show clear links with known language and concepts to help the child learn and understand new ideas.
- **Using a child's first language to support understanding in English:** Using a bilingual support worker or an interpreter to link English words to words in the pupil's first language bridges understanding.
- **Support frameworks:** These are for organising their thinking and understanding. This could include bilingual dictionaries, topic maps and other tools.
- **Modifying language:** For example, slow down speech, change vocabulary and avoid colloquialisms and idioms. Give examples of abstract concepts, where possible.

The continuing use of the first language

Pupils should be encouraged use their first language in lessons when:

- the cognitive challenge is likely to be high – problem-solving and critical thinking are difficult in a second language, even when the target language has been learnt for several years
- they're still developing proficiency in English – this can be particularly supportive when pupils try out ideas in their first language before writing in English
- oral rehearsal will help reflection – for example, before responding to a text.

It may not be appropriate for pupils to use their first language when:

- they need to be encouraged to practise the target language to improve fluency
- oral rehearsal needs to be conducted in the target language so that they're prepared for writing tasks
- they're being encouraged to take risks in their spoken English to build confidence
- they need to practise expressing themselves quickly in English to prepare for exams.

Pupil passports

Making a pupil 'passport' or 'profile' for each subject can be useful, as it will help with planning and learning in class. The profile can include strengths and areas of need, hobbies and interests, background information and family details that you can then apply to each learning situation.

Template personal passports and profiles can be found on our website at ndcs.org.uk/passports.

Example profile: Anastasiya

Anastasiya has started at a new school and has limited English. She seems to have a short attention span in language-heavy classes, but she loves maths, art, football and hands-on lessons. Anastasiya has good language skills in her home language, and she uses a technology translator app in class.

Here's how you can use this information to help Anastasiya in class:

- Use the knowledge about her interests to help her in developing interactions and friendships with her peers.
- Adjust the support given in language-heavy classes (such as English and history) compared to maths and art. This may include oral rehearsal, pre-teaching vocabulary, speaking and writing frames, and translating key words.
- Check she's in an appropriate group in maths and art based on her ability rather than her language level.

- Link her with others who use her home language to help her adjust in her new environment. They could do some activities with her in her home language, such as discussion activities that involve reasoning.
- Make sure she's using technology to help her access her classes, and explore translator programmes that will work best for her.

Bilingual teaching assistants

Where possible and available, bilingual teaching assistants can be used to help children settle into the UK school environment. Through a carefully planned programme, the bilingual teaching assistant can help the child in their home language at the beginning by linking it to English. Eventually, they will move to supporting in English and helping the child to understand the learning. This move needs to be closely monitored to make sure that change is happening.

Take care that children don't become overly dependent on teaching assistants. There should be effective liaison between the teacher, the Teacher of the Deaf and the teaching assistant, with teaching assistants receiving ongoing training as needed. Bilingual teaching assistants should support the deaf EAL learner to become independent and not, for example, translate for longer than is needed.

More information on effective working with teaching assistants can be found in our *Deaf-Friendly Teaching* resources. ndcs.org.uk/deaf-friendly-teaching

The Bell Foundation has information on how to provide multilingual support in the classroom. bell-foundation.org.uk/resources/guidance/classroom-guidance/multilingual-support

Other strategies

Provide a welcoming environment

As set out earlier, classrooms and learning settings that are welcoming and show an understanding of the home language and culture help bridge the gap between the home community and the educational community. For example, this can be done by using multilingual signage in the setting – this shows children and families that their home languages are valued and that they're welcome in the school.

Create a good listening environment and use technology

The listening environment plays a key role in enabling the child to access information. Whether a child is deaf or not, when acquiring a new language, they will need to learn new:

- social language and signs
- sounds/phonemes
- intonation patterns
- lexicon
- language structures and grammar.

Strategies to support successful listening include the following:

- Prepare children in advance for what they are about to hear in lessons. Adults who share a first language with the child (such as a bilingual teaching assistant) could share the objectives for the lesson in advance and agree on what the listening focus will be. They could also summarise the content of what the child is about to hear, draw from and highlight any prior knowledge or experience the child may have, and provide key subject-specific vocabulary.
- Encourage children to check their understanding by discussing new information with their peers in English and/or with peers who share their home language.
- Provide visuals that help children anticipate how the talk may be structured, and support them to identify key points.
- Create a supportive environment in which children going through a silent learning stage can concentrate on understanding the speaker without being expected to contribute.
- Model good listening by asking the sort of questions good listeners need. For example, try “What does [X] mean?”, “Can you repeat that please?” or “I didn’t quite understand; can you say that another way, please?” Make comments to show speakers you’re actively making sense from what you hear. For example, try “Oh yes, I’ve seen one like that before.” Or use comments that signal to speakers that you’re ready for them to move on. For example, you could use “Go on” or “... and after that?”

Assign group work

It’s valuable for deaf EAL learners to work in small groups of other EAL learners to reinforce language concepts. This can take different forms, including:

- focused small group activities to allow for learning in a smaller and quieter environment
- intensive small group work to develop skills in English, Sign Supported English or British Sign Language (BSL)
- introducing pupils to others in a similar situation, such as through a daily reading club – this also gives deaf EAL learners the chance to meet other deaf role models
- sharing aspects of the children’s home culture with others by talking about festivals, cooking, looking at cultural artefacts, for example – the child will see that the adult attaches value to their culture.

Teachers should ensure there is good deaf awareness in all small groups to help promote high-quality language-learning opportunities for deaf EAL learners.

Providing opportunities for deaf EAL learners to work in supported pairs or small groups with other children who share their home language can also have wider benefits in helping children develop friendships. This will help them become

confident, successful learners and reach their potential in the school environment. These groups could include same-language buddies, mixed friendship groups and peer mentoring with a child who uses language well.

Make learning visual

- Add pictures and diagrams to PowerPoint presentations – often there is a lot of written English, which can be challenging or intimidating to the deaf EAL learner. Adding more visuals will support the learner in decoding and understanding written English.
- Build vocabulary with flashcards. They can also be useful for sequencing, matching, ranking and grouping activities. Types of flashcards include picture only, pictures with the word in their home language, pictures with both language words, or pictures or word only on separate matching cards.
- Use word mats or strips for language for a particular subject or topic. They can be A4 or A3 size, with the word plus a picture or diagram to help with comprehension or spelling.
- Display a group of words related to a focus topic or theme on a ‘word wall’.
- Use visual dictionaries with images linked with spoken and written words used at school, and use specific ones for particular subjects or topics.
- Present information visually through a graphic organiser, such as a table, diagram, chart or concept map. For more ideas, see [bell-foundation.org.uk/resources/great-ideas/graphic-organisers](https://www.bell-foundation.org.uk/resources/great-ideas/graphic-organisers).

Build vocabulary

- Identify vocabulary that requires direct teaching. To find out more about helping EAL pupils build their vocabulary, read The Bell Foundation’s blog at [bell-foundation.org.uk/news/how-can-teachers-help-eal-students-build-vocabulary](https://www.bell-foundation.org.uk/news/how-can-teachers-help-eal-students-build-vocabulary).
- Create key word translation tables – this is a list of vocabulary for a subject or topic in a table format, with translations, meanings and spellings. For more information on bilingual dictionaries and translation tools that can help visit [bell-foundation.org.uk/resources/great-ideas/bilingual-dictionaries](https://www.bell-foundation.org.uk/resources/great-ideas/bilingual-dictionaries).

“We have found in the past that deaf children, particularly those with EAL, need discrete teaching of vocabulary in blocks to enable them to see the links between words and to identify words within categories. Vocabulary tests revealed that all our deaf children had significant gaps in their vocabulary development and in some cases had made little progress over the course of a year. Tests since the introduction of discrete vocabulary group sessions have shown that the children involved have made accelerated progress, and the gap in their vocabulary is narrow.” – *Teacher of the Deaf*

Support literacy through DARTs

Introduce Directed Activities Related to Text (DARTs). DARTs provide an alternative to traditional comprehension questions as a way of assessing and encouraging understanding. [bell-foundation.org.uk/resources/great-ideas/darts](https://www.bell-foundation.org.uk/resources/great-ideas/darts)

Make teaching materials accessible

The British Association of Teachers of the Deaf (BATOD) have produced guidelines for teachers preparing worksheets, which are available at [batod.org.uk/resource/guidelines-for-teachers-preparing-worksheets](https://www.batod.org.uk/resource/guidelines-for-teachers-preparing-worksheets). You must be a member of BATOD to access this resource.

They have also created training materials for language modification in the classroom, which can be used by Teachers of the Deaf for training mainstream staff, teaching assistants, communication support workers and others working with learners who have difficulty accessing and processing language. This is available at [batod.org.uk/resource/training-materials-for-language-modification-in-the-classroom](https://www.batod.org.uk/resource/training-materials-for-language-modification-in-the-classroom). You must be a member of BATOD to access this resource.

Resources

In this section, you'll find a list of resources that you may find useful in your work with deaf EAL learners. To select the right resources to meet the child's needs, you'll need to have a clear understanding of the child you're selecting for. Be sure to take into account the results of any completed assessments and to use your knowledge from ongoing observations.

Free resources

- **The Bell Foundation EAL Assessment Framework for Schools**

This framework assesses the English language proficiency of EAL learners. It supports teaching and learning in early years, primary and secondary settings, and it enables teachers to generate targets to guide progress. It includes classroom support strategies, with ideas on how to put interventions in place. This includes classroom organisation, ongoing differentiation, language focus, marking and feedback, and home communication.

bell-foundation.org.uk/resources/eal-assessment-framework

- **The Bell Foundation EAL Guidance**

The Bell Foundation provides guidance to school staff about supporting provision for learners who use EAL. This guidance focuses on different aspects of supporting EAL learners, such as school provision, classroom strategies, assessment, welcoming refugee learners and new arrivals, as well as working with parents.

bell-foundation.org.uk/resources/guidance

- **National Deaf Children's Society**

We have many resources available online, but you may be most interested in our information about assessments for deaf children at **ndcs.org.uk/assessments** and our *Deaf-Friendly Teaching* resources at **ndcs.org.uk/deaf-friendly-teaching**.

- **Collaborative learning**

Access many free downloadable resources for working with EAL learners.

www.collaborativelearning.org

- **LearnEnglish Kids**

This website has lots of free online games, songs, stories and activities for children. For parents, there are articles on supporting children in learning English, videos on using English at home and information about English courses for children.

learnenglishkids.britishcouncil.org

- **LearnEnglish Teens**

Help improve teenagers' English with reading, writing and listening practice. It includes tips for exams, grammar and vocabulary exercises, games and videos. Young people can also interact with other teenagers from all around the world.

learnenglishteens.britishcouncil.org

- **Rewordify**

This free online tool will simplify difficult English, making it more readable for anyone new to or learning English.

rewordify.com

- **Brainscape flashcard creator**

With this free online tool, you can create your own flashcards or find flashcards from other pupils.

brainscape.com

- **Twinkl**

Twinkl has EAL worksheets and activities for supporting EAL early years and primary learners in school.

twinkl.co.uk/resources/inclusion-teaching-resources/eal-inclusion-teaching-resources

- **Widgit BSL worksheets**

These free PDF worksheets feature sets of signs to help children learning sign language.

widgit.com/resources/bsl/sheets

- **Text Inspector**

This free online tool gives information about the lexical diversity and sophistication of spoken and written texts. Teachers can use it to help identify which vocabulary items learners with EAL might need to be taught.

textinspector.com

- **Quizlet**

A tool that allows you to create sets of resources to support language development, including vocabulary and literacy development. This has a free and subscription section. You can create your own sets and search through hundreds of other shared sets.

quizlet.com

- **Google Translate**

Use this free tool developed by Google to translate text, speech, images, or websites from one language into another.

translate.google.co.uk

- **Duolingo for Schools**

Sitting on top of the Duolingo language learning app, Duolingo for Schools is good for supporting older EAL learners.

schools.duolingo.com

- **Online dictionaries**

- › Cambridge Essential British English Dictionary:
dictionary.cambridge.org/dictionary/essential-british-english

- › Cambridge Learner's Dictionary:
dictionary.cambridge.org/dictionary/learner-english

- › Cambridge English Dictionary and Thesaurus:
dictionary.cambridge.org

- **Success from the start: a developmental resource for families of deaf children aged 0-3**

Our tool helps parents and professionals track the progress of a deaf child aged 0 to 3.

ndcs.org.uk/successfromthestart

- **MED-EL resources**

MED-EL produces a variety of rehabilitation resources (in a range of languages) that can be used by families and schools to help children and young people learn to hear with a cochlear implant.

medel.com/support/rehabilitation/rehabilitation-downloads-for-children

Resources for subscription or purchase

- **Black Sheep Press**

They produce resources for those working with children who have difficulties with speech and language. These could be used with EAL learners as well. There are resources for all age groups, and some assessment resources are available in languages other than English.

blacksheepress.co.uk

- **Bridge of Vocabulary 2**

Developed for both general and special educators, this vocabulary intervention programme is tied to evidence-based research and curriculum standards. It presents a systematic, intensive approach to help with vocabulary and language growth. It assesses a wide range of vocabulary skills and concepts, including listening, speaking, reading and writing, language processing, categorisation and storytelling.

pearsonassessments.com (search 'Bridge of Vocabulary 2')

- **Clicker**

This literacy toolkit creates reading and writing software to support improvement in literacy skills. There are resources available to support children with EAL.

cricksoft.com/uk/products/clicker

- **Story sacks**

A story sack is a large cloth bag containing a favourite children's book with supporting materials that stimulate language activities and make reading a memorable and enjoyable experience. There are sacks available to support children with EAL, which can be found by searching online.

- **Widgit Symbol Resources**

Widgit software to develop materials for people who have difficulty in understanding and using text. There are also resources available in BSL from Cath Smith. Some resources are available for free.

widgit.com/resources

- **Books**

Many books feature deaf characters from a range of different cultures and backgrounds. You can see some reviewed by deaf children and young people at **ndcs.org.uk/bookreviews** and at **ndcs.org.uk/book-club**.

How to support deaf EAL learners

- Familiarise yourself with the different strategies and resources that can be used or adapted for deaf EAL learners.
- Where possible and available, use bilingual teaching assistants.
- Remember that many of the strategies used with deaf English-speaking learners are still important for deaf EAL learners, including creating a good listening environment and using hearing technologies correctly.
- Have high expectations for deaf EAL learners, and encourage others to, too.

Glossary

additive bilingualism – when a person has a developed first language and is able to maintain it while learning a second language.

advanced learner of ESL – a term used by Ofsted to describe children who have had considerable exposure to English (at least a year) and are no longer in the early stages of English language acquisition. These are children, often born in the UK, who appear to be fluent in ordinary everyday conversational contexts, but who require continued support to develop the cognitive and academic language necessary for educational purposes.

asylum seeker – someone who has left their country and asked for asylum. Asylum is when a government allows a person to remain in their country to stay safe. See ‘refugee’.

bilingual/bilingualism – fluency in or use of two languages. It refers to children who have access to more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages.

biliterate/biliteracy – the ability to read and write in two languages.

code-switching – alternating between two or more languages in conversation. For example, a child might speak one language with one parent and naturally swap to another language with the other parent.

consecutive interpreting – unlike simultaneous interpreting, consecutive interpreters will listen to what the speaker is saying and convey the message into another language after the speaker has paused.

culturally and linguistically diverse (CLD) – someone who comes from a home environment where a language other than English is spoken and whose cultural values differ from mainstream culture.

culture – the shared beliefs, values, customs, practices and social behaviours of a particular nation or group of people.

dominant language – the language that is understood and used most commonly. For a deaf EAL learner, this may be their home language, English or sign language.

dual-heritage – having parents from different ethnic or cultural backgrounds.

dynamic assessment – assessment style used to identify a child’s language skill and learning potential. It’s a very interactive approach.

English as an additional language (EAL) – recognises the fact that many children learning English in British schools are adding English to the one or more languages they already know.

ethnicity – describes ancestry, heritage, religion, culture, nationality, language and region. As such, we all have ethnic identities.

family-centred – an approach that focuses on the needs of the family and promotes partnership and joint decision-making between the family and the service.

family interpreter – interpreter from within the family, such as an aunt, uncle or grandparent. It could also include a friend from the community.

first language – the language the child was initially exposed to during early development, and which the child continues to use in the home and community. If a child acquires English after early development, then English is not their first language – no matter how proficient in it they become. See also ‘home language’.

foreign language education – an education model where the pupil spends less than 50% of the day studying a minority language.

home language – the language that develops in earliest childhood and is most commonly used within the family. See also ‘first language’.

indicators – exact points necessary for measuring progress between assessments. These would be collected through goals that are specific, measurable, achievable, relevant and timely (SMART).

interpreter – a person who translates from one language to another, whether it’s spoken or signed.

interpreting – translating from one language to another whether it’s spoken or signed.

majority language – language spoken by the majority of people in a country or region of a country.

migrant – there is no internationally accepted definition of a migrant, but it can be a person who moves from one country or locality to another to work, study or join family. This differs from ‘asylum seeker’ or ‘refugee’.

minority language – a language spoken by a minority of the people in a country or region of a country.

mother tongue – this is now an outdated term, and we recommend using ‘first language’ or ‘home language’.

narrative assessment – a test to assess a child’s language where the child tells some form of a story or event, either prompted or unprompted.

native language – this is now an outdated term, and we recommend using ‘first language’ or ‘home language’.

new arrival – a pupil with EAL who has recently arrived in the UK from overseas. It does not include pupils who have transferred from one UK school to another unless they have done so within a few months of arriving in the country.

outcomes – the measured short- and long-term goals of a programme.

refugee – someone who has fled their own country because they are at risk. In the UK, a person is a refugee only when their asylum claim has been accepted by the Home Office. While a person is waiting for a decision on their claim, they are called an ‘asylum seeker’.

refugee resettlement – when refugees are selected and transferred from an asylum country to another country or state that has agreed to admit them as refugees. The UK has three different refugee resettlement programmes.

semi-structured interview – conversational interview that uses a set of open questions to prompt discussion. Useful for the family to share what’s important to them – giving information about the family, their culture, language practices and goals.

sequential language learners – children who have learnt one language before the age of three and will begin or have begun learning, or have been exposed to, a second language after the age of three.

simultaneous interpreting – unlike consecutive interpreting, the interpreter will translate the message into another language while the speaker is still speaking.

simultaneous language learners – children who are learning more than one language at the same time.

structured observation – an assessment method where the assessor doesn’t participate directly with the child, only watches to make observations (for example, on their behaviours). This takes place in a structured setting set up especially for this purpose.

translation – the act, process or instance of translating words or text from one language into another.

Case history form template

This form should be completed by the school, Teacher of the Deaf, family and any other professional working with the child.

Name	
Year level	
Sibling at school	
Country of origin	
Home language(s)	
Previous education placement	
Years of education in English	
English language proficiency in: <ul style="list-style-type: none"> • speaking • reading • writing • listening 	
Hearing loss	
Technology used	
Assessment summary	
Audiology and use of personal technology (include any current testing, audiograms or relevant clinical results) Audiogram Functional listening test Pupil feedback form	

Receptive language (include the assessment used)	
Expressive language (include the assessment used)	
Reading (include the assessment used)	
Writing (include the assessment used)	

Support strategies (include key strategies to support language and learning used across the school programme)	
1	
2	
3	
4	
5	
6	

Additional observations	

Key staff	
SENCO/EAL coordinator	
Support assistant	
Interpreter or interpreter service	
External agencies (clinical, education, community and so on)	

Date of profile		Date of review	
Profile completed by			

About The Bell Foundation

The Bell Foundation is a charity that aims to overcome exclusion through language education by working with partners on innovation, research, training and practical interventions. Through generating and applying evidence, the Foundation aims to improve practice, policy and systems for children, young people, adults and communities with English as an additional language in the UK.

The Foundation works in three key areas:

- The EAL Programme aims to improve the educational outcomes of children with EAL in the UK to benefit the individual child and society as a whole. It works across the education system in partnership with a range of organisations to provide training and resources to build capacity, develop and evaluate models of good practice and provide thought leadership.
- The Criminal Justice Programme works to break down the language barrier to accessing justice and rehabilitation for individuals who speak English as a second or additional language (ESL), and who are in contact with the English and Welsh criminal justice system.
- The ESOL Programme seeks to improve the social, educational and employment outcomes for young adults who speak English as an additional language and are disadvantaged by systemic language barriers.

For more information about The Bell Foundation, including access to research, tools and resources, visit bell-foundation.org.uk.

About the National Deaf Children's Society

We're here for every deaf child who needs us – no matter what their level or type of deafness is or how they communicate. We want to work with professionals like you to overcome the barriers that hold deaf children back.

Visit our website **ndcs.org.uk** to join us for free. You'll have access to:

- expert information resources for professionals
- regular email updates
- workshops and events.

**We are the National Deaf Children's Society,
the leading charity for deaf children.**

Freephone Helpline:

0808 800 8880 (voice and text)

helpline@ndcs.org.uk

ndcs.org.uk



We're always looking for ways to improve our information.

Use your smartphone's camera to scan this QR code and share your feedback on this resource.

You can also give us your feedback by emailing your comments to **informationteam@ndcs.org.uk**

Funded and supported by The Bell Foundation.

Published by the National Deaf Children's Society.

© National Deaf Children's Society September 2024

Ground Floor South, Castle House, 37-45 Paul Street, London EC2A 4LS

Tel: 020 7490 8656 (voice and text)

This publication can be requested in large print or as a text file.

The National Deaf Children's Society is a registered charity in England and Wales (1016532) and in Scotland (SC040779). E0256



**National
Deaf Children's
Society**