

Guidance on completing the English as an Additional Language Referral Form

General guidance

This form is to be completed by the school together with parents/carers. We recommend that this is done in school rather than giving the form to complete at home.

If parents/carers are not confident in English, communication may be improved using Google Translate, SayHi App or other online translation tools. Alternatively, an interpreter can be booked via Harriet Yellin, Equality Compliance HLN Manager, Phone: 01432 260216, Mobile: 07792 881010, Email: harrietyellindiversity@herefordshire.gov.uk. Please be aware that there will be a charge for this service. Please be mindful that, due to confidentiality, the use of members of the local community, who speak the same language, may not always be advisable.

At the initial interview, try to find out as much as possible about the child's previous education and the languages they know.

Step-by-step guidance:

Section 1 (English as an Additional Language Referral Form) should be completed by the school.

Section 2 (Child's Details and Nationality) should be completed by the school and parents/carers.

Section 3 (Parent/Carer Contact) should be completed by the school and parents/carers.

Section 4 (Languages) should be completed by the school and parents/carers.

Section 5 (Reasons for Referral) should be completed by the school and parents/carers. Please include the main reasons for your concern and explain why you are seeking our advice/support.

Section 6 (School Interventions Tried) should be completed by the school. Please include what strategies and resources, if any, have already been implemented to support the child.

Section 7 (School Data) should be completed by the school and parents/carers. If the child has not been formally assessed, please include brief information on their level of proficiency, e.g. do they speak in single words, short phrases, do they know their phonics, can they form letters correctly etc.

Section 8 (Plans and Other Agencies Involved) should be completed by the school.

Section 9 (Pupil Information) should be completed by the school and parents/carers.

Section 10 (What are your desired outcomes) should be completed by the school.

Section 11 (Parental consent & data processing) should be signed by the parent/carer. For those parents/carers who are not confident in English, we do have translated versions of this section available. Please contact us for more details.

The preferred method is via AnyComms using the 'Additional Needs' tab in the drop down list and marking FAO EAL Service.

Frequently asked questions

- *Why do we need parents involvement/to liaise with schools?*

EAL families come from various cultural and social backgrounds and would have different experiences and perceptions of education brought from their home countries. From our experience, parents of EAL children are usually very keen to help support their children's learning journey, however, they do not always know how to do so. Inviting parents to school will help build mutual trust and understanding of expectations, rules and school routines, which may be very different to what the families had experienced in the past.

- *Why is it important to find out about children's previous education?*

When children start in the new school, they come with various experiences, skills and knowledge, which are often overshadowed by their inability to express themselves in English. Therefore, we believe it is crucial to find out about the child's previous educational experience, whether they attended nursery and/or school in their home country, at what age they started formal education, what subjects they studied and what their strengths and weaknesses were. This will help the educators build more realistic expectations about the child (e.g. if they have never been to school before, initially they may not even be able to sit still at a desk), their future performance and attainment in school.

- *Why do we need information about any additional language/s their children speak?*

EAL children come from various linguistic backgrounds and it is common they speak several languages at home with different family members. Some may come from bilingual families, some may even speak a third or fourth language with their extended family. Moreover, some children may be proficient speakers of a few languages, but not be able to read or write in them. Knowing the child's linguistic repertoire is key as research tells us that the first language(s) proficiency supports learning another language. Conversely, difficulties with the child's first language(s) such as speech delay, mutism, dyslexia etc. are likely to hinder their progress in learning English.

- *Why do we want to know the child's position in the family?*

It can be relevant if, for example, they have older siblings so they can be helped with their homework, or if they are the oldest child, they may be supporting younger siblings with their learning English. In some cultures, older students, may have more responsibility to look after their younger siblings, which consequently will affect their ability to study and do their homework.

- *Why is it important to get information about Special Educational Needs?*

Special Educational Needs don't disappear when the child moves to a different country, however parents may not always want to mention them straight away. In some cultures, having SEN is still stigmatised and treated as a weakness. It is important to ask parents about any diagnosis, treatment and additional support the child has already had in their home country. Also asking for copies of any documents such as school reports will help build a more holistic picture of the child and tailor our support according to their needs.