



EMTAS EAL/SEND Support for schools

This guidance has been written for school staff to clarify how EMTAS staff work with bilingual children, parents and school-based colleagues when concerns have been raised.

What to expect from an EMTAS EAL/SEND visit by a Specialist Teacher Adviser (STA)

If you have contacted EMTAS with concerns about a bilingual child and an EAL/SEND visit has been agreed, you should expect the following:

- A STA will contact you via telephone or email within 3 working days to arrange a visit on a mutually convenient date and time.
- If the STA feels that a meeting with parents/carers is needed he/she will request that you arrange for them to come into school at the time agreed on the day of the visit. If you need help with this due to the parents not having sufficient English please let the STA know and they will try to arrange for a BA to phone the parents to invite them in for the meeting.
- One of the EMTAS Bilingual Assistants (BAs) may accompany the STA to assist with a first language assessment and/or to interpret for parents at a meeting if required. If EMTAS does not have a speaker of the relevant language available, a professional interpreter from Lingland may be used instead. Alternatively, if a first language assessment has previously been carried out it may not be necessary to repeat this.
- The actual visit may include any or all of the following:
 - Observation of the child in class
 - Observation of the child at break time
 - Discussion with the classteacher/subject teacher/TA/SENDCo
 - Meeting with parents/carers
 - Work sampling
 - Reading the reports of other relevant professionals (the school will need to ensure that the necessary permissions are in place)
 - 1:1 work with the child
 - Assessment of first language skills
 - Feedback to school staff.

- It would be helpful if, prior to the STA's visit, the school could prepare the following:
 - pupil's attendance record
 - information regarding any interventions that have been tried
 - tracking information
 - results of any tests the pupil has completed eg reading and spelling tests
 - information about any external agencies involved with the child
 - samples of the pupil's written work.

There is a document on [this page](#) of the EMTAS website that can be helpful in collating background information about a pupil. Note that the document is for a school's internal use only and can be adapted to accommodate differing practices at local level.

- Occasionally it may be necessary for the STA to return once more on another date to finish his/her assessment if this was not possible during the first visit. If this is necessary, the STA will agree a convenient date and time with you.
- After the visit, the STA will either provide written feedback via email including recommendations, or will write up an Enhanced Pupil Progress Review report if the school is planning to request statutory assessment of the child's Special Educational Needs/Disability. This will be sent to the school as soon as possible once it has been moderated by the STA team. After receiving the report or email if you have any further questions or require any clarification, please contact the STA concerned.
- The report will indicate whether or not it appears that there may be an underlying SEND. **Please note that EMTAS staff are not qualified to formally identify SEND and that further assessment by qualified SEND specialists may be required to establish this.**

STAs are not able to make any additional visits in relation to the same child once this process has been completed and no additional reports will be produced. It is also important to understand that our reports relate to a snapshot in time and that observations and assessments made and recorded in the report were accurate at the time of the visit/s. Reports cannot be amended unless a factual error has been made. If you feel that a factual error may have been made, please contact the STA who completed the report.

Please be aware that EMTAS staff are not able to provide SEND support for pupils. In cases where a pupil has needs relating to both EAL and SEND, EMTAS can provide support to address the pupil's EAL needs only. This will

often be in the form of bilingual support but could also be related to providing interpretation support to facilitate working with parents where appropriate. If the pupil requires SEND support, schools should either put this in place using their own staff and resources or by referring the pupil on to other relevant external agencies who are able to provide the type of SEND support and guidance needed.

The EMTAS Specialist Teacher Advisor Team
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