

EAL/SLCN Checklist

Question:	Yes	No	Strategies:	Possible SLCN indicators
Has the pupil had less than 6-8 months exposure to English?			• Include pupil in all activities • Model language – use a descriptive commentary supported with facial expression and gesture • Provide close adult support • Do not pressure for a response	• Progress not related to increasing exposure to English
Are you satisfied the child is hearing adequately?			• Observe and refer for hearing test if necessary	
Does the pupil respond non-verbally i.e. body language, gesture, facial expression etc?			• Support your own language with non-verbal communication • Use signing if possible • Make sure your facial expression matches your words • Match your gestures to theirs	• Misreading non-verbal communication • Not using facial expression/gesture appropriately to support communication
Is the pupil talking in school?			• Consider whether this is the 'silent period' which is common in EAL children or whether this is selective talking • Reduce any pressure to speak but retain the expectation of communication • Provide non-verbal ways to respond e.g. Cue cards/gestures etc	• Not making needs known • Confidence in speaking not increasing
Does attention improve in lessons with high practical content?			• Provide visual support whenever possible e.g. pictures/symbols/gestures/signing • Whenever possible provide a practical demonstration first • Provide a finished example	• Consistent difficulty following adult directed activities • Difficulties focusing on practical activities even when no language is involved
Do they show appropriate understanding in their home language?			• Use parent/pupil interview to gain information about home language use • Encourage parents to use their home language to talk about what you are doing in school	• Difficulties evident in both home language and in English

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Does understanding of language improve with visual support?			• Provide visual support whenever possible e.g. pictures/symbols/gestures/signing • Whenever possible provide a practical demonstration first • Make sure they have appropriate language models • Assign 'buddies' if necessary	• Does not use contextual clues to help understanding • Does not copy other children
Do parents feel their child's talking in their home language is developing as expected?			• Use parent/pupil interview to gain information about home language use • Ensure parents have appropriate advice	Difficulties evident in both home language and in English
If there are staff members who speak the home language then do they feel that language is developing as expected?			• Assessment in home language if possible • Observations of interactions in home language if possible	
Does the pupil socialise with peers outside the classroom?			• Provide opportunities for informal social interaction • Build in opportunities for group or paired work with children with good language skills • Encourage participation in extra-curricular activities •	• Solitary or repetitive play • Little or no attempt to communicate with peers
Is the home language reported to be intelligible to the listener?			• Make sure the child can see your face when you are talking • Reduce background noise, especially during reading or phonics • Model words back with the correct sounds	