



EAL vs SLCN indicators checklist

When to use this checklist

To build an understanding of the pupil's language experience and communication strengths across all languages. It should not be used to identify difficulties based on English alone.

Who should complete it

A member of staff who knows the pupil well and has an established relationship with the parents/carers. An interpreter should be used where needed to ensure parents/carers are fully supported to share their views.

Question	Comment
Languages spoken	
Which language does the pupil communicate most confidently and effectively in?	
Which languages are spoken at home, how much and by whom? <i>Example: siblings may be speaking in English.</i>	
What has the pupil's exposure to English been so far? <i>Example: the pupil may have attended an English-speaking nursery for a couple of years.</i>	
At what age did regular exposure to English begin? (approximately)	
Which language does the pupil communicate mostly in? <i>Example: parents may ask questions in their home language, but their child may respond back in English.</i>	<input type="checkbox"/> Mainly home language <input type="checkbox"/> Mainly English <input type="checkbox"/> Uses both equally <input type="checkbox"/> Changes depending on who they are with Comment:
Communication profile	
What are the pupil's communication strengths? <i>Example: gestures, storytelling, social interaction, understanding routines</i>	
Are there any concerns about the pupil's communication skills in their home language(s)?* <i>Example: limited vocabulary, difficulty combining words, not easily understood</i>	

<p>Did the pupil reach the expected communication milestones in their home language(s)? <i>Example: parents may report that their child started speaking at a different age compared to their siblings</i></p>	
<p>Is the pupil easily understood by a range of people?</p>	<p><input type="checkbox"/> Family members <input type="checkbox"/> Familiar adults in school <input type="checkbox"/> Peers <input type="checkbox"/> Unfamiliar adults Comment:</p>
<p>Progress to date</p>	
<p>Has the pupil made progress over time? (in English, home language, or both)</p>	
<p>Has the pupil made progress with targeted support? (What was tried? For how long? In which language?).</p>	
<p>Is progress similar to other English learners with comparable exposure?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure Comment:</p>

***Important note:** Concerns should be based on comparison with peers using the same language(s), not English. Do not assume that the pupil is using words from their home language; they may be using jargon (made up words not present in either language). Ask for exact word-for-word examples of what the pupil says.