

EAL, SEN and Inclusion Tutor's Notes for Session 2

Timing of the session

Each of the three sessions in the module is planned with a one hour teaching slot in mind. The suggested timings below do not allow for slippage.

1.	Introduction (Slides 1 - 4)	5 minutes
2.	Case study of Haroon (Slides 5 - 10 plus video)	40 minutes
3.	Statutory requirements relating to SEN assessment (Slides 11 - 18)	5 minutes
4.	Individual Education Plans for children learning EAL who may have SEN (Slides 19 - 22)	10 minutes

Part 1 Introduction

Slides 1 - 4 Overview of the session

This session is concerned with assessment and recording in the classroom when pupils who are learning EAL are thought to be at risk of having learning difficulties or SEN. It opens with a video of an interview with a class teacher about a boy in her Year 2 class who is showing learning difficulties. Trainees can be alerted at this point that they will have a task to do while watching the video. As they listen to what the teacher tells the educational psychologist about "Haroon", they will be noting down key points under specified headings. The aim is to help them develop an understanding of what information is needed in order to enable professionals to begin addressing the challenges that face a pupil like Haroon who is learning EAL and appears to have learning difficulties.

The middle part of the session focuses on the statutory requirements that are binding on teachers when they are involved in identifying or assessing SEN. Particular attention is paid to how these regulations apply to EAL learners. Then the session ends by introducing trainees to the purpose and content of Individual Education Plans in the case of EAL learners who may have SEN.

Part 2 Video case study

Slides 5 - 10 An interview with Haroon's teacher

It is suggested that this major part of the session can have three phases:

1. The whole group views the video/CD-Rom showing an interview with a teacher and makes notes on it under headings given to them by the tutor. The interview lasts approx. 5½

minutes. It is recommended that you show it twice in order to enable trainees to digest what the teacher is saying about Haroon. It is suggested that 12 minutes is allowed for this phase, including your instructions and giving out the record sheets.

2. In small groups trainees compare their notes. It is suggested that 13 minutes is allowed for this phase.
3. The tutor leads a plenary session in which trainees feed in the points they noted. The tutor may choose to augment their suggestions with additional points that the group appears to have overlooked. It is suggested that 15 minutes is allowed for this phase.

1. Observing and making notes on the interview

The video/CD-Rom that is shown to the group will feature an interview with a Year 2 class teacher in a London primary school. She is talking about a 7 year old boy, Haroon, who is the second of three children born in this country to parents who came here from a rural area of Pakistan. The main language spoken by his family at home is Punjabi. The meeting with an educational psychologist was arranged to discuss concerns that the teacher has about Haroon's progress with his literacy skills.

The teacher interview or consultation plays an integral and invaluable part of the assessment process by an educational psychologist. This is an opportunity for a teacher to share all the information they have on the pupil with an educational psychologist and for them to jointly identify specific areas of difficulty and plan strategies, interventions and support in the classroom that will help the pupil.

While the group is watching the video/CDRom, they should be asked to jot down:

- Key words or phrases that highlight what the teacher's concerns are about Haroon
- Key words or phrases that indicate what she sees as his strengths and assets in the classroom
- Strategies that have been implemented in the classroom to help him
- Relevant background information about him and his family

In Appendix 1 you will find a sheet that can be copied as a record sheet for trainees to use if you think that helpful.

During the interview some trainees may need an explanation of a very few technical terms such as "cvc" with which they are unfamiliar. This will be more likely in a group of students training to be secondary school teachers who may not be so familiar with early literacy terminology. ("cvc" refers to a class of words that follow the form, Consonant-Vowel-Consonant, such as *cat* and *pen*.)

2. Small group discussion

In the second phase of this activity it is suggested that trainees are asked to discuss their notes in groups of 3 - 4 who are seated close to one another. They should use the headings that were given to them earlier and should take particular note of those words and phrases from the teacher that one of them thought significant and others did not. Why did the person who noted the phrase choose to highlight it? What do they see as significant about it? Why did others give it less attention?

3. Plenary feedback session Part 1

Next the tutor should lead a plenary session in which trainees feed in the points their groups noted. The tutor may choose to augment their suggestions with additional points that the groups appear to have overlooked. Here are some phrases from the interview that have been highlighted as significant by an educational psychologist who watched the video and made notes:

Key words or phrases that highlight what the teacher's concerns are about Haroon:

- *Very quiet in the classroom and socially, finds it difficult in the playground*
- *Emotional and easily hurt, cries over incidents*
- *Struggles with phonics, high frequency words, this impacts on his writing*
- *Difficulty writing what he wants to say*
- *Good ideas but difficulty recording them*
- *Needs help to read questions in numeracy*
- *Literacy difficulties have impacted on his self esteem*
- *'I can't do anything, I'm rubbish'*
- *Needs a lot of support*
- *He is concerned about his weight*

Key words or phrases that indicate what she sees as his strengths and assets in the classroom:

- *Good ideas but difficulty recording them*
- *Good progress in numeracy, aware of this and has boosted his confidence (though he needs help to read questions in numeracy)*

Strategies that have been implemented in the classroom to help him:

- *Strategies tried - word building, cvc words, individual sounds and letters, regular checks of high frequency words, dictionaries, identifying initial sounds*
- *Likes practical activities*

Relevant background information about him and his family:

- *Home language – Punjabi*
- *Mum supportive, has basic English, can communicate and chat but someone has helped to translate for school staff*
- *Haroon relies on his mum a lot, she does things for him, he has poor independence skills*
- *Home school reading log, this is not always completed*
- *Older brother also has reading and writing difficulties*
- *Both boys have been at the school since nursery*

If the trainees do not draw attention to some of these phrases or others that you think significant during the plenary feedback, you may find it useful to draw them to their attention for discussion.

4. Plenary feedback session Part 2

The discussion during the interview does not examine Haroon's history and background in any detail. A major teaching point for this part of the session is to help trainees to recognize that the identification and assessment of SEN with EAL learners will almost always require a teacher to know (or find out) a good deal of background information. This phase of the activity is intended to help them develop clear ideas about what they would need to know in order to make judgments about how best to help a pupil such as Haroon, an EAL learner who appears to have learning difficulties in school.

They will continue to work in a plenary as a whole group during this phase. Their task, with the support and leadership of the tutor, is to identify what they would want to find out (or to know already if they are the class teacher). Taking into account the points that were discussed during the first session of the module ("EAL, SEN and Inclusion"), what specific areas in relation to Haroon's EAL background need to be explored further when investigating the literacy difficulties he is experiencing in English at school?

It is suggested that this discussion is organized around the headings that are shown on the Powerpoint slide:

- Cultural and religious background
- Family details and history
- Language history
- School history and current school situation
- Medical history

Those headings are based on a review of the literature conducted by Cline and Shamsi (2000, p.65). You will find a list of questions that might be considered relevant to each heading in Appendix 2 below. If the group overlooks any items in the list that you consider important, they can be alerted to them. (If you have more time for the session, you may find it useful to discuss the process of assessment with the trainees in more detail. For a simple representation of the process see Diagram 1 on page 10 of the [guidance issued to schools by Milton Keynes EMASS.](#))

The activity might usefully end with the tutor summarizing some key aspects of inclusive practice that are relevant to Haroon's situation. Where there is a commitment to effective inclusion:

- The school would have a system whereby specific cultural and linguistic information about an EAL learner is routinely gathered on entry or during the first term of their being at the school.
- This would be recorded on a form specifically designed for the purpose which would be available to staff teaching him subsequently and would support them to address his EAL learning needs.
- Such information would not be gathered only when there is a concern that a child may have a special educational need. But if the school does not have this information prior to the assessment it would be essential to gather it because it will play an important part in the assessment process to ascertain whether the pupil has a special educational need in addition to EAL learning needs. If the record is already in place when concerns are expressed, it would be important to update it and ensure that it remains accurate.
- Finally, if the discussion has given sufficient attention to school history and the current school situation, it will be possible to highlight the point that a child learning EAL may be struggling with aspects of the curriculum not because of personal learning difficulties but rather because their difficulties in the classroom are an artefact of the learning environment. For example, they

may not be being given sufficient support with the English vocabulary and syntactical structures needed to access key lessons.

Part 3 Statutory requirements

Slides 11 - 18 Statutory requirements relating to SEN assessment

This short section involves a commentary on the slides by the tutor and very little active work by the trainees. Reference may be made to Haroon throughout. How will his class teacher and other staff working with him best provide help in school to enable Haroon to overcome his difficulties?

Slide 12 recapitulates points made during the first session of the module. On this occasion the third bullet point is the one that needs to be emphasized - that arrangements to support a child who is struggling should begin with low level, low profile graduated help.

Slides 13 - 18 set out the stages of a graduated response that are specified in the Code of Practice. You may read about them in more detail in the relevant paragraphs of the Code which are reproduced in Appendix 3. Trainees will be most concerned with the concept of a Graduated response and with School Action and School Action Plus. It is not necessary for a classroom teacher to be familiar with the detailed operation of Statutory Assessment unless they have specialist responsibilities in this field.

However, all teachers should be aware of what is expected of them in relation to work with children who are learning EAL. The guidance on identification and assessment of SEN is given in paragraphs 5:15 - 5:16 of [the Code](#) for teachers working in primary schools:

- 5:15 The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. It is necessary to consider the child within the context of their home, culture and community. Where there is uncertainty about an individual child, schools should make full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.
- 5:16 Lack of competence in English must not be equated with learning difficulties as understood in this Code. At the same time, when children who have English as an additional language make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties. Schools should look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. At an early stage a full assessment should be made of the exposure they have had in the past to each of the languages they speak, the use they make of them currently and their proficiency in them. The information about their language skills obtained in this way will form the basis of all further work with them both in assisting their learning difficulties and in planning any additional language support that is needed.

The important issue for trainees will be the principle emphasised in the last two sentences of that extract. Teachers can only determine if difficulties that a child who is learning EAL is experiencing in the classroom arise from SEN rather than from limitations in their command of the language

used in the classroom if they (the teachers) understand their language background and language proficiency fully. Classroom-based language assessment for children learning EAL is the subject of another module in this series. See

<http://www.naldic.org.uk/ITTSEAL2/ite/EALAssessmentforlearning.cfm>

Some tutors will find it useful to have available the paragraph references on this issue in the Code of Practice for staff working in early years settings (Paragraphs 4:8 & 4:25) and staff working in secondary schools (Paragraphs 6:14 - 6:16.)

After running through Slides 13 - 17 you may wish to invite trainees to indicate what stage they think Haroon is at. The appropriate answer is School Action Plus.

Part 4 Individual Education Plans

Slides 19 - 22 Individual Education Plans for children learning EAL who may have SEN

Why consider IEPs during this session?

In this session the planning of the content of an IEP is used as a means of focusing attention on the process of deciding on a teaching programme for a child learning EAL who has learning difficulties. It is important to be clear that IEPs are not an end in themselves; they are simply a means of supporting teachers to think about what they need to do for a child at risk and a way of holding them accountable for the outcome. There have been many critics of the official guidance that advocates the routine use of Individual Education Plans (IEPs). Tennant (2007) identified a range of problems that have been reported in the literature on the subject internationally. It is worth mentioning at least some of them so that trainees do not develop an unrealistic view of what is possible in this field. The following list is based on Tennant's review:

- Sometimes large numbers of targets are set in an IEP (so that it is impossible realistically to work towards them all).
- Sometimes the wording of an IEP can be imprecise or woolly (so that it is not much help to teachers).
- It can often be unclear what the purpose of IEPs is (e.g. to support class and subject teachers in their work in the classroom or to ensure schools are accountable for what is done for pupils at risk or to lay the basis for later assessment of SEN by providing evidence of a pupil's response to low level intervention or some combination of all of these).
- IEPs may sometimes be written more for the benefit of school inspectors than to help teachers and children in the classroom.
- The IEP process can easily become a 'bureaucratic nightmare' because it is difficult to organize, it takes up too much of the time of key members of staff, particularly SENCOs, and the IEP records sit in filing cabinets and fail to reach the staff who might make use of them.
- A school is supposed to involve pupils and parents in the IEP process, but it is often difficult to achieve this in any meaningful sense because of time constraints and a failure to express the contents of an IEP without using jargon that is unintelligible to them. The outcome is that children's voices are often ignored when IEPs are written, they often have very little sense as to

what their IEPs contain and have negative attitudes towards them. For an alternative strategy see Shotton (2003)

- There is no consensus as to how IEPs can best relate to learning and raising achievement.
- While intended as a mechanism for including children within mainstream provision, they can sometimes act as a tool of exclusion (e.g. when used as a way of demonstrating that the child has not achieved targets that were deliberately set at a high level).

In spite of all those concerns, the content of a possible IEP is a useful focus for trainees to consider in this module. It may help them to understand how what is done for a child learning EAL who has learning difficulties may differ from what is done for a native English speaker who has learning difficulties or a child learning EAL who is making normal progress in school.

What should be included in an IEP?

Slide 20 reminds trainees what an IEP is supposed to cover. Its focus should be the provision that is to be made for an individual pupil which is in addition to or different from the differentiated curriculum plan for all pupils. Typically IEPs are narrowly focused on core curriculum targets or behaviour targets. It is recommended that the targets are “SMARTER”, i.e.

Specific	Measurable
Achievable	Relevant
Time bound	Evaluated
Reviewed	

While the targets are supposed to be relevant to the needs of the individual child, they are normally set in the areas of literacy, numeracy, behaviour and social skills. This is because it is not helpful to have too many targets, and these are often seen as priority areas.

Slide 21 emphasises how this coverage may need to be extended when the child in question is learning EAL. Note the four main areas of possible extension:

- (a) English language learning
- (b) Home language mastery
- (c) Relevant experience at school overseas
- (d) Cultural considerations

While (a) will be an important element in the short term targets set for the pupil, (b), (c) and (d) may help determine the most effective teaching strategies and provision to be used in order to achieve the targets.

Slide 22 sets a new task which the trainees can tackle in buzz groups. It addresses only one of the issues that might need to be covered in an IEP for Haroon. There would not be time for more, and they do not have enough detailed information about his reading skills and strategies or his emotional and social development to be able to suggest IEP targets in those fields. The writing target that they have been asked to consider relates in a clear way to his language learning needs as

an EAL learner: we must assume that Haroon is struggling with writing his “good” ideas down in part at least because of limitations in his English vocabulary and ability to form coherent sentences.

When they feed back ideas from the buzz group discussions, the tutor may need to encourage them to comment on both aspects of the question that was set:

- (a) What short-term SMART target might be set to address the writing problem?
- (b) What possible teaching strategies could be used by the teacher to enable him to work towards that target?

Possible points for comment and further discussion include:

A. Content issues - what is in the IEP

- Are the targets that are suggested SMART - specific, measurable, achievable, relevant and time bound?
- How could the teaching strategies that are suggested be integrated into the normal routines of classroom teaching (so as to avoid them becoming a separate activity that is recorded in a file and visited on, say, a weekly basis away from the classroom without linking to the rest of the pupil's learning experiences)?
- Is the list of targets short enough to be manageable and achievable?

B. Engagement issues - how pupil and parents are involved

- How can the pupil be involved in the process of setting targets and determining what learning activities would be fun and would engage their interest?
- How might the IEP be designed and displayed so that the pupil can refer to it on a regular basis and understand it? (Examples of strategies that have been used include inserting a fold out sheet in the front of a classroom workbook and locating a child-friendly sheet in an accessible drawer with pictures and illustrations if the pupil has difficulty reading. In the case of an older pupil who has literacy skills in their home language the IEP might be negotiated and recorded partly or wholly in that language.)
- How can parents/guardians be involved in the process? (NB. Possible translation issues and issues relating to parents' appreciation of how teachers expect the curriculum and classroom pedagogy to operate in the school and teachers' understanding of what parents/guardians expect of the school.)

C. Support for the class teacher in school

- The class teacher will be working closely with the school's SENCo on the design, implementation and monitoring of the IEP. Trainees may need to recognize that the overall responsibility lies with the SENCo but that it is class teachers' responsibility to familiarize themselves with the process and aims of IEPs in order to ensure a pupil has suitable targets which can be supported in the classroom and that the IEP enables the pupil to experience success in achieving these SMART targets. Have the groups' suggestions shown an understanding of these distinct roles and responsibilities?
- When the subject of an IEP is an EAL learner, it is essential that EAL support staff and/or advisers (and bilingual teachers and support staff if available) should be involved in the

identification of suitable EAL targets. What role/contribution have trainees envisaged for this group of staff in their suggestions?

D. Planning ahead - reviewing and monitoring processes

- Targets and progress need to be reviewed on a regular basis. Have trainees referred to this at all? They should have ideas about how progress towards the targets they have suggested can best be assessed at each review.

Related books, reports and articles

Baker, C. (2006). *Foundations of Bilingual Education and Bilingualism*. 4th edition. Clevedon, Avon, Multilingual Matters.

A comprehensive introduction to bilingualism and bilingual education. Chapter 15 provides an overview of issues in relation to bilingualism, assessment and SEN

Cline, T. and Shamsi, T. (2000) Language needs of special needs? The assessment of learning difficulties in literacy among children learning English as an additional language: a literature review. London: Department for Education and Employment. Available at <http://www.dcsf.gov.uk/research/data/uploadfiles/RR184.pdf>

A wide-ranging review of the literature across key areas of practice in EAL and SEN that pays particular attention to literacy learning difficulties.

Cummins, J. (1984) *Bilingualism and Special Education: Issues in Assessment and Pedagogy*. Cleveland, Avon: Multilingual Matters.

The classic text which set out to unpick confusions in the treatment of EAL learners as having SEN and suggested how some of those confusions could be avoided.

Frederickson, N. and Cline, T. (2009). . *Special Educational Needs, Inclusion and Diversity: A Textbook*. Second edition. Buckingham: Open University Press

This textbook aimed to view SEN and inclusion in the context of schools and societies that are have greatly enhanced linguistic, cultural and ethnic diversity. Identification and assessment are covered most fully in Chapters 6 and 7.

Hall, D. (2001). *Assessing the Needs of Bilingual Pupils: Living in Two Languages*. Second edition. London: David Fulton.

This highly practical book provides an introduction to the theoretical background and then sets out useful examples of case studies, assessment approaches and assessment proformas to illustrate strategies for assessing the needs of bilingual pupils.

Lindsay, G., Pather, S. & Strand, S. (2006). *Special Educational Needs and Ethnicity: Issues of Over- and Under-Representation*. DfES Research Report No. 757. London: DfES. Available at <http://www.dcsf.gov.uk/research/data/uploadfiles/RR757.pdf>

An authoritative analysis of the evidence that particular ethnic groups may be over-represented or under-represented in the statistics for pupils with SEN in English schools.

Department for Education and Skills (2005). Aiming High: Guidance on the Assessment of Pupils Learning English as an Additional Language 1469-2005DOC-EN. Available at - <http://publications.teachernet.gov.uk/eOrderingDownload/5865-DfES-AimingHigh%201469.pdf>

The official guidance on the basic approaches to assessment that should be in place for all pupils learning EAL. It is acknowledged that “teachers may need to develop more detailed profiles for some bilingual pupils as part of their assessment for learning procedures”. For a critique of the guidance from the perspective of specialist EAL see a commentary on NALDIC’s website -

<http://www.naldic.org.uk/docs/resources/documents/BriefingonAssessment.pdf>

Shotton, G. (2003). *Pupil Friendly Individual Education Plans*. Bristol. Lucky Duck Publishing. This substantial (but expensive) pack gives guidance and practical advice on developing pupil friendly IEPs as outlined in the SEN Code of Practice (2001, para. 3.9). It includes a CD rom with proformas, graphics and examples. The materials can be adapted to each individual pupil with graphics inserted that relate to the pupil’s interests. Although this pack does not refer specifically to pupils learning EAL, its relatively simple strategy for adapting IEPs to match individual needs makes it potentially very useful for teachers who work with EAL learners who may need IEPs.

Tennant, G. (2007). IEPs in mainstream secondary schools: a research agenda. *Support for Learning*, 22, (4), 204 - 208.

This short articles outlines the problems relating to IEPs that have been identified in the literature and reports three brief case studies of secondary schools that reported good practice in making effective use of IEPs.

Some useful websites

Milton Keynes LA’s Handbook Guidance on the Assessment of EAL Pupils who may have Special Educational Needs:

http://www.mkweb.co.uk/emass/documents/website_EAL_SEN_Artwork.pdf

Useful and relevant sections of extensive local authority EMA/EMASS websites that offer practical advice and adaptable resources such as “filter questions” for exploring the question - *does this child have SEN, or are the problems he is showing in the classroom simply related to his language learning needs?*

<http://www.multiverse.ac.uk/>

A very useful website that does what it says on the tin, describing itself as “a website for teacher educators and student teachers addressing the educational achievement of pupils

from diverse backgrounds”. It is a user-friendly means to access relevant official, professional and academic documents, presentations, conference notes etc. on a wide range of topics in this field.

Portsmouth EMAS web site: <http://www.blss.portsmouth.sch.uk/sen/iep.shtml>

Portsmouth EMAS website contains a useful discussion of EAL, SEN and Inclusion including examples of what IEPs may need to cover in the case of a bilingual child <http://www.blss.portsmouth.sch.uk/sen/bilsen.shtml> and a list of the 'SEN or EAL?' filter questions <http://www.blss.portsmouth.sch.uk/sen/filterq.shtml>

Teachernet website <http://www.teachernet.gov.uk/wholeschool/sen/>

The SEN area of the Teachernet website contains extensive information and documentation including the Code of Practice and the SEN toolkit

Appendix 1 Notes on the interview with Haroon’s class teacher

Key words or phrases that highlight what the teacher’s concerns are about Haroon
Key words or phrases that indicate what she sees as his strengths and assets in the classroom
Strategies that have been implemented in the classroom to help him
Relevant background information about him and his family

Appendix 2 Collecting basic information on Haroon’s background

The list of questions that is given below is adapted from lists in Cline and Shamsi (2000, pp. 65-66) and Frederickson and Cline (2009, pp. 251 - 253).

1. Cultural and religious background

- What role do books, newspapers, magazines, films, videos and/or family correspondence play in his life at home that might have an influence on his engagement with literacy or his vocabulary development?
- Was a religious affiliation recorded by the parents when he started at the school?
- Does he attend any place of worship on a regular or occasional basis? If so, what is the language of worship?
- Does he attend a part-time religious school or class such as a Sunday school or Mosque school, or has he done so in the recent past?

2. Family details and history

- Who does he live with - parents, siblings, extended family?
- Has the family's history involved recent or past separations, migration, or a move from one language community to another before or during his lifetime?
- What is known of the literacy skills of other members of his family? For example, is there any evidence of a family tendency to experience difficulties in literacy learning? That might suggest it is worth investigating the possibility of dyslexia.
- Are the parents or any other relatives in the household literate in Punjabi? (This could be relevant because during the interview the teacher mentioned a home school reading log and noted that this was not always completed. She was thinking of arranging for the reading log to be presented in Punjabi. School staff would need to explore sensitively if the parents would like this and whether they are literate in that language script. Questions arise about the practicality of arranging this on a regular basis and whether the school has access to translators to write in the log and to monitor it.)

3. Language history, including current usage of L1 and L2

- What language(s) are used by Haroon and to Haroon at home and in the community? Specifically what language(s) are spoken by the child to his mother, his father, his siblings and his grandparents? Do any of these family members use a different language some or all of the time when speaking to him?

4. School history and current school situation

- Since Haroon was born in the UK, it may be assumed that he has received all his formal schooling here. Is that the case? Has he had any extended visits abroad during which he attended school there?

- Does he receive additional schooling in Punjabi now? Does he attend a community school after school or at weekends? If so, has anyone on the school staff spoken to any teachers he has there? Does he display any difficulties at any other school setting he may attend? (The focus of the work in a supplementary or community school might be on home language and/or culture or religious tradition and practice and/or support for mainstream school learning.)
- The teacher mentioned that he speaks Punjabi, but nothing was mentioned about strategies used in the past or currently to address his EAL learning needs. Has he received any EAL or bilingual support at school? Has he had any opportunity to develop his literacy skills through the use of dual language books at school?
- Does the school provide a learning environment for children learning EAL, in general, that supports their engagement with the curriculum? For example:
 - Is there a whole school languages policy that covers bilingual pupils?
 - Are there staff available in the school or on a visiting basis who can help class and subject teachers meet the English language learning needs of pupils at the early stages of learning EAL?
 - Do the school's resources include books, tapes, posters and displays in the first language of the children on roll?
 - Is a multicultural approach to teaching emphasised and valued by the staff?
 - Is there an explicit and effective school policy on racism and on racial harassment?
 - Is there effective liaison with parents from minority communities?
 - Is spoken and written information available to parents in their first languages if needed?

5. Medical history

- Is there information about his medical history that seems relevant to his learning difficulties?
- His teacher mentioned that he is overweight and is conscious of this which has affected his self-esteem. Is this something that worries his parents? What action, if any, have they taken to help him lose weight?

Appendix 3 Extracts from the SEN Code of Practice relating to adopting a Graduated Response and to School Action and School Action Plus in a primary school

Similar recommendations relating to Graduated Response, School Action and School Action Plus in a secondary school may be found in paragraphs 6:22 - 6:25 and 6:50 - 6:69 of [the Code](#)

Graduated response

- 5:20 In order to help children who have special educational needs, schools in the primary phase should adopt a graduated response that encompasses an array of strategies. This approach recognises that there is a continuum of special educational needs and, where necessary, brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. However the school should, other than in exceptional cases, make full use of all available classroom and school resources before expecting to call upon outside resources.
- 5:21 This Code sets out a model of action and intervention that is designed to help children towards independent learning, in particular the procedures community, voluntary and foundation schools might adopt in order to fulfil their duty to use their best endeavours on behalf of children with special educational needs. In many cases the action taken will mean that the child's needs are resolved. Only for those children whose progress continues to cause concern should additional action be taken. For children in the primary phase this Code recommends that when a child is identified as having special educational needs the school should intervene as described below at School Action and School Action Plus.
- 5:22 These interventions will not usually be steps on the way to statutory assessment. Nor are they hurdles to be crossed before a statutory assessment can be made. Some children will require less rather than more help if the interventions work successfully. The interventions are a means of matching special educational provision to the child's needs, and are therefore part of the continuous and systematic cycle of planning, action and review within the school to enable all children to learn and progress.
- 5:23 Good practice can take many different forms. Even those schools that decide to follow the Code's model closely may need to make adjustments to reflect their particular circumstances. The model applies to maintained primary schools other than special schools but might be adopted differently in, for example, a small rural primary school and a large inner-city junior school. The model nonetheless embodies the principles set out below, which are central to this Code and to which all schools should have regard:
- provision for a child with special educational needs should match the nature of their needs
 - there should be regular recording of a child's special educational needs, the action taken and the outcomes....

School Action

- 5:43 When a class teacher or the SENCO identifies a child with SEN the class teacher should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies (*School Action*).
- 5:44 The triggers for intervention through *School Action* could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:
- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
 - shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
 - presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
 - has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
 - has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- 5:45 If a child's class teacher in consultation with parents concludes that a child may need further support to help their progress, the teacher should seek the help of the SENCO. The teacher and the SENCO should consider the teacher's reasons for concern alongside any information about the child already available to the school.
- 5:46 To help inform the decision on the nature of the additional help that might be needed by the child through *School Action* the class teacher together with the SENCO should collect all the available information about the child and seek additional information from the parents. In some cases outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. Where these professionals have not already been working with the school staff, the SENCO should contact them if the parents agree.
- 5:47 The SENCO should take the lead in the further assessment of the child's particular strengths and weaknesses; planning future support for the child in discussion with colleagues; and monitoring and subsequently reviewing the action taken. The child's class teacher should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.
- 5:48 The information collected about the child, and details of the extra help given to them, can be incorporated in the child's individual record. The record should also include previous observations on the child made as part of the assessment and recording systems in place for all children.

Nature of intervention

- 5:49 The SENCO and the child's class teacher should decide on the Action needed to help the child to progress in the light of their earlier assessment. There is sometimes an expectation that this help will take the form of the deployment of extra staff to enable one-to-one tuition to be given to the child. However, this may not be the most appropriate way of helping the child. A more appropriate approach might be to provide different learning materials or special equipment; to introduce some group or individual support; to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness; or to undertake staff development and training to introduce more effective strategies. Speedy access to LEA support services for one-off or occasional advice on strategies or equipment or for staff training may make it possible to provide effective intervention without the need for regular or ongoing input from external agencies.

Individual Education Plans

- 5:50 Strategies employed to enable the child to progress should be recorded within an Individual Education Plan (IEP). Further information on managing IEPs and Group Education Plans can be found in the SEN Toolkit <http://www.teachernet.gov.uk/wholeschool/sen/sentoolkit/>

The IEP should include information about:

- the short-term targets set for or by the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when IEP is reviewed).

- 5:51 The IEP should only record that which is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children. The IEP should be crisply written and focus on three or four individual targets, chosen from those relating to the key areas of communication, literacy, mathematics, and behaviour and social skills that match the child's needs. The IEP should be discussed with the child and the parents.
- 5:52 Where a child with identified SEN is at serious risk of disaffection or exclusion the IEP should reflect appropriate strategies to meet their needs³¹. A Pastoral Support Programme should not be used to replace the graduated response to special educational needs.

Reviewing IEPs

- 5:53 IEPs should be reviewed at least twice a year. Ideally they should be reviewed termly, or possibly more frequently for some children. At least one review in the year could coincide with a routine Parents' Evening, although schools should recognise that some parents will prefer a private meeting. Reviews need not be unduly formal, but parents' views on the child's progress should be sought and they should be consulted as part of the review process. Wherever possible, the child should also take part in the review process and be involved in setting the targets. If the child is not involved in the review, their ascertainable views should be considered in any discussion.

School Action Plus

- 5:54 A request for help from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a meeting to review the child's IEP. Schools should always consult specialists when they take action on behalf of a child through School Action Plus. But the involvement of specialists need not be limited to such children. Outside specialists can play an important part in the very early identification of special educational needs and in advising schools on effective provision designed to prevent the development of more significant needs. They can act as consultants and be a source for in-service advice on learning and behaviour management strategies for all teachers.
- 5:55 At School Action Plus external support services, both those provided by the LEA and by outside agencies, will usually see the child, in school if that is appropriate and practicable, so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. The kinds of advice and support available to schools will vary according to local policies.
- 5:56 The triggers for School Action Plus could be that, despite receiving an individualized programme and/or concentrated support under School Action, the child:
- continues to make little or no progress in specific areas over a long period
 - continues working at National Curriculum levels substantially below that expected of children of a similar age
 - continues to have difficulty in developing literacy and mathematics skills
 - has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualized behaviour management programme
 - has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
 - has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- 5:57 Where schools seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's IEP and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example educational psychologists may be required for this.
- 5:58 The SENCO and class teacher, together with curriculum, literacy and numeracy coordinators and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. In some instances improved management or alternative arrangements based on advice from health professionals may considerably reduce the child's special educational needs.

- 5:59 The resulting new IEP for the child should set out fresh strategies for supporting the child's progress. Although developed with the help of outside specialists, the strategies specified in the IEP should usually be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.
- 5:60 If the SENCO and the external specialist consider that the information gathered about the child is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the child's parents must be sought.
- 5:61 The SENCO should note in the child's records:
- what further advice is being sought
 - the support to be provided for the child pending receipt of the advice.