

EAL, SEN and Inclusion

Session 1

Key principles and procedures

Session outline

- 1. Introduction**
2. Principles of identification and assessment of SEN
3. The statutory framework

Part 1 Introduction

Overview of the module

Session 1 Key principles

Session 2 Assessment and recording

Session 3 Forms of Special Educational
Need

Intended learning outcomes of Session 1

By the end of this session I hope you will be able to:

1. Outline different ways of thinking about special educational needs
2. Explain some key principles that should inform the identification and assessment of SEN when children are learning EAL
3. Describe the legal position of children learning EAL in relation to SEN

Part 2

1. Introduction
- 2. Principles of identification and assessment of SEN**
3. The statutory framework

Keep these children in mind

- Saeed (aged 7) was born in the UK to parents from the Punjab. His use of English was limited in the nursery but improved slowly with extra help. He is socially isolated in his class, and is seen by staff as “rather odd”.
- Awrala (aged 11) has been in school here for two terms since arriving with her mother as asylum seekers from Somalia. She did not attend school in Somalia. She reads slowly, spells poorly and is badly organized in all her school work.

Keep these children in mind (continued)

- Bashir (aged 14), who is a wheelchair user, is unpopular among all groups of his peers, including other boys from the local North African Muslim community. He is constantly in trouble at school for inconsiderate and disruptive behaviour. He is also falling behind in most written school work, although he shows a lively intelligence in oral work in the classroom.

Task 1

Reflecting on ethical issues

Discuss with a neighbour what ethical issues you think would be involved when a teacher responsible for one of those pupils decides:

- (a) How to interpret the signs that they have difficulties
- (b) What to do about it

Ethical concerns in SEN assessment

- **The teacher** - accuracy, perspective, bias
- **The child at risk** - present experiences and learning, future prospects, rights
- **The child's parents/carers** - information, consultation, involvement in decision-making
- **Other children in the class** - interruption, distraction, diversion of resources
- **Society** - inclusion, accountability

Principles into practice

1. Identify additional needs as early as possible
2. Involve parents/carers fully from the outset
3. Introduce graduated help with a low profile
4. Ensure close collaboration between everyone who knows the child inside and outside school

Two questions to ask at every stage of the assessment process when working with pupils who are learning EAL

- What are the advantages?
- What risks are involved?

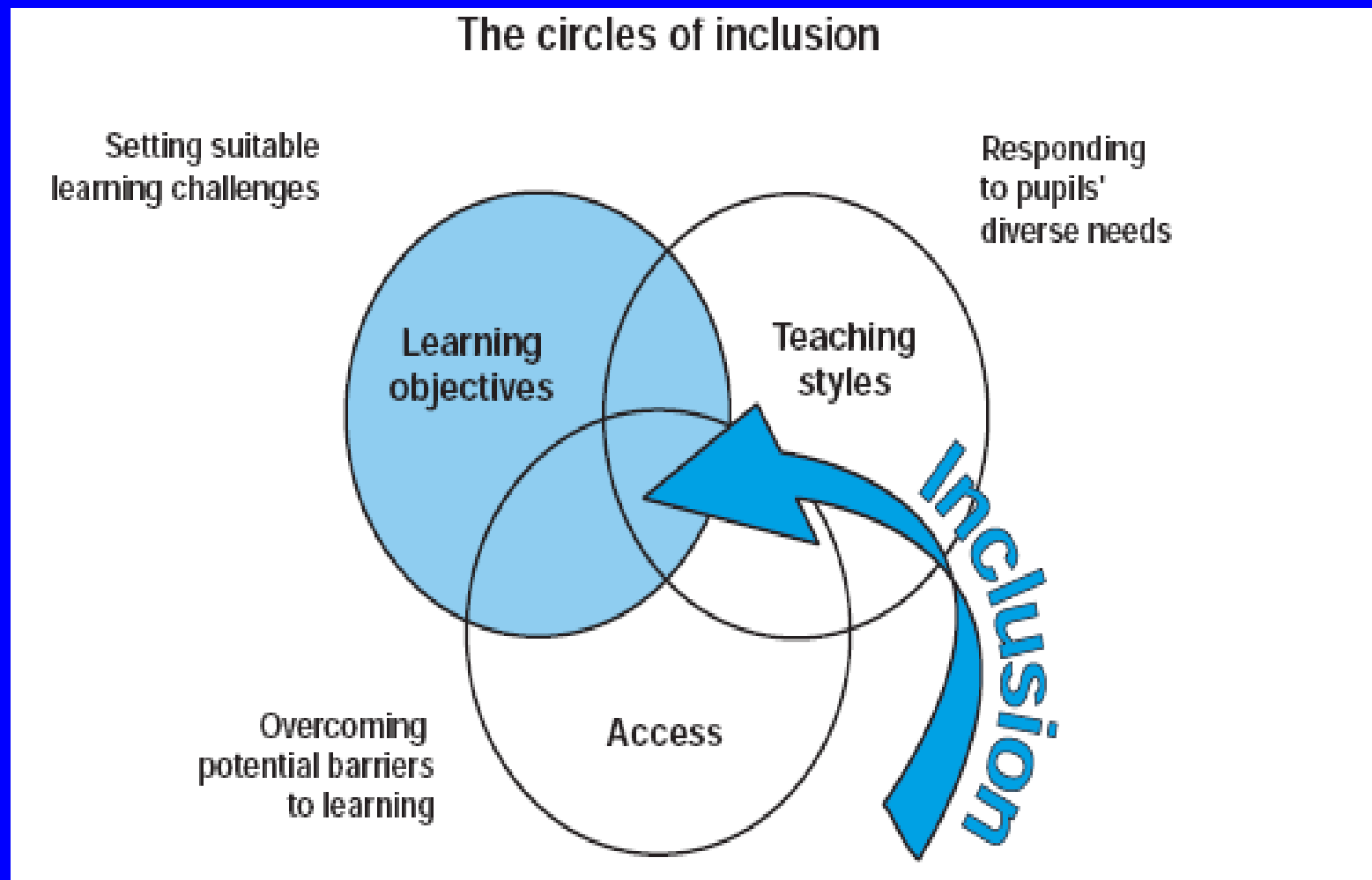
Three ways of thinking about SEN

- A. Focus on individual differences – the main problem is within the child.
- B. Focus on environmental demands – the main problem is within the school.
- C. An interactional analysis – problems arise from a complex interaction between:
 - the child's strengths and weaknesses
 - the level of support available
 - the appropriateness of the education being provided

Another way of thinking about SEN: “Additional Educational Needs”

Children with additional needs is a broad term used by the DfES in England to describe all children who are at risk of poor outcomes in relation to the five areas defined in *Every Child Matters*, including not only children with SEN but also children with poor school attendance, children who face housing issues and others whose circumstances mean that they need additional support on a short-term or long-term basis. The equivalent term in Scotland explicitly includes children who are learning EAL.

Including pupils with SEN in mainstream schools (DCSF "Circles of Inclusion")



**SEN or EAL? Are the teacher's
goals for each child separable?**

Objectives relating to the child's special educational needs

- Development of conceptual, academic, and social abilities to fullest potential
- Inclusion with pupils who do not have SEN to the greatest degree possible

Objectives relating to the child's status as an EAL learner

- High levels of cognitive academic achievement
- High levels of English language proficiency
- Adequate levels of home language development
- Good psychosocial and cultural adjustment
- Successful social and educational inclusion

SEN and EAL?

Must it be one or the other?

Examining the learning objectives outlined on the previous two slides reminds us that a child's SEN may be exacerbated by their slow progress in learning EAL and that their progress in learning EAL may be adversely affected by their SEN. It is not just a question of a child showing one or the other. A major challenge for teachers is to understand the *interaction* between them when both are present.

Task 2

Principles into practice

Discuss with a neighbour what implications you think the practice principles outlined on the last few slides would have for a teacher working with one of the pupils we discussed earlier.

Part 3

1. Introduction
2. Principles of identification and assessment of SEN
- 3. The statutory framework**

Legal definition of SEN

The law says that a child has SEN:

- if he or she has a *learning difficulty* (i.e. a significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to use the educational facilities generally provided locally);
- and if that learning difficulty calls for *special educational provision* (i.e. provision additional to, or different from, that made generally for children of the same age in local schools).

Legal definition of SEN continued

A child must not be regarded as having a *learning difficulty* solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

Code of Practice: Core expectations

- A child with SEN should have their needs met.
- Normally they will be met in mainstream schools or early years settings.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child.

Code of Practice: Core expectations

The official Code of practice makes it clear that:

“A child with SEN should be offered a broad, balanced and relevant education including an appropriate curriculum for the foundation stage and the National Curriculum.”

Reflect on the teacher's task in relation to the three pupils taking account of the DCSF "Circles of Inclusion"

