

EAL, SEN and Inclusion

Session 2

Assessment and planning

Session outline

1. An interview with Haroon's teacher
2. Statutory requirements relating to SEN assessment
3. Individual Education Plans for children learning EAL who may have SEN

Intended learning outcomes of Session 2

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

1. Identify the information that is needed when describing the challenges that face a pupil learning EAL who has learning difficulties
2. Outline the statutory requirements for the assessment of SEN as they apply to pupils who are learning EAL
3. Draft IEPs for pupils with SEN who are learning EAL that take account of both their EAL and their special educational needs

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- 1. An interview with Haroon's teacher**
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Some basic facts about Haroon

Haroon is aged 7 and is in Year 2 of a London primary school. He 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.

**Watch the video showing an
interview with Haroon's teacher**

While watching the interview make notes of:

- 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

Group discussion of the interview

- The teacher's main concerns about Haroon
- 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

Key headings for further exploration

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

(Adapted from Cline and Shamsi, 2000)

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3. Individual Education Plans for children learning EAL who may have SEN

Review of key themes in Code of Practice

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

Code of Practice: Graduated response

- School Action
- School Action Plus
- Statutory assessment of SEN

School Action

The subject/class teacher, in consultation with the SENCO, devises and implements an intervention that is additional to or different from those in the usual differentiated curriculum. They will continue to teach the learner on a daily basis. There will probably be an Individual Education Plan in place.

School Action Plus

The SENCO and subject/pastoral staff, in consultation with the child's parents, seek advice from external professionals. An IEP is usually devised, and the SENCO has a role in monitoring progress.

Individual Education Plans (IEPs)

IEPs should focus on three or four key individual targets and should include information about:

- the short term targets set for or by the pupil
- teaching strategy to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria.

Statutory assessment

- If progress remains unsatisfactory over time
- If, in addition, the school can provide evidence of having implemented an appropriate programme or strategy for a reasonable period of time
- Parents or school can request a statutory assessment of the pupil's needs.

Statutory assessment continued

The statutory assessment process involves:

- Consulting with the parents/carers
- Ascertaining the pupil's views
- Gathering reports from the school and other professionals

The local authority now decides:

- Is a statutory assessment really required?
- At the end of the assessment is a formal *statement* of SEN needed?

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For a child learning EAL an IEP should:

- a) include their English language acquisition targets and outline teaching strategies that will help them to develop mastery of English for academic purposes
- b) note strengths in their mastery of their home language that might be of value in school
- c) take account of any relevant previous school experience of a subject overseas, and
- d) refer to cultural considerations, if they might affect their progress.

One part of an IEP for Haroon

- Haroon's teacher reported that he has good ideas but has difficulty writing what he wants to say.
- What short-term target might be set in an IEP to address this problem, and what teaching strategies could be introduced in order to help him meet that target?
- Remember to take account of his needs as a pupil learning EAL as well as his literacy learning difficulties.