

# **EAL, SEN and Inclusion**

## **Session 3**

**Children learning EAL who have  
complex or severe SEN**

# Session outline

1. Forms of complex and severe SEN
2. Communication with parents
3. Introduction to autistic spectrum disorders (ASD)
4. Targets, teaching and management strategies for children with ASD who are learning EAL

# **Intended learning outcomes of Session 3**

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

1. Outline the main different forms of complex and severe SEN that are encountered in schools.
2. Explain how SEN and EAL may interact when a child learning EAL has autism.
3. Suggest possible targets, teaching or management strategies for use with a pupil who is learning EAL and has autism

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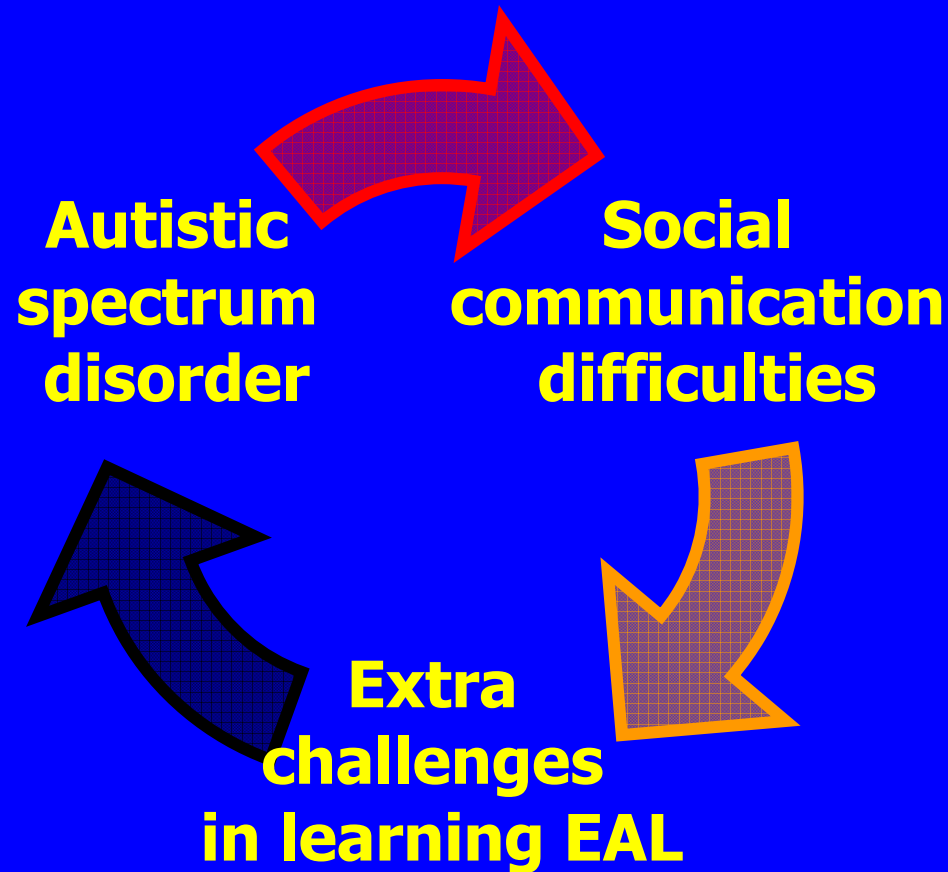
## **More common forms of SEN**

1. Moderate learning difficulties
2. Autistic spectrum disorder
3. Behaviour, emotional and social difficulties
4. Speech, language and communication difficulties
5. Severe learning difficulties

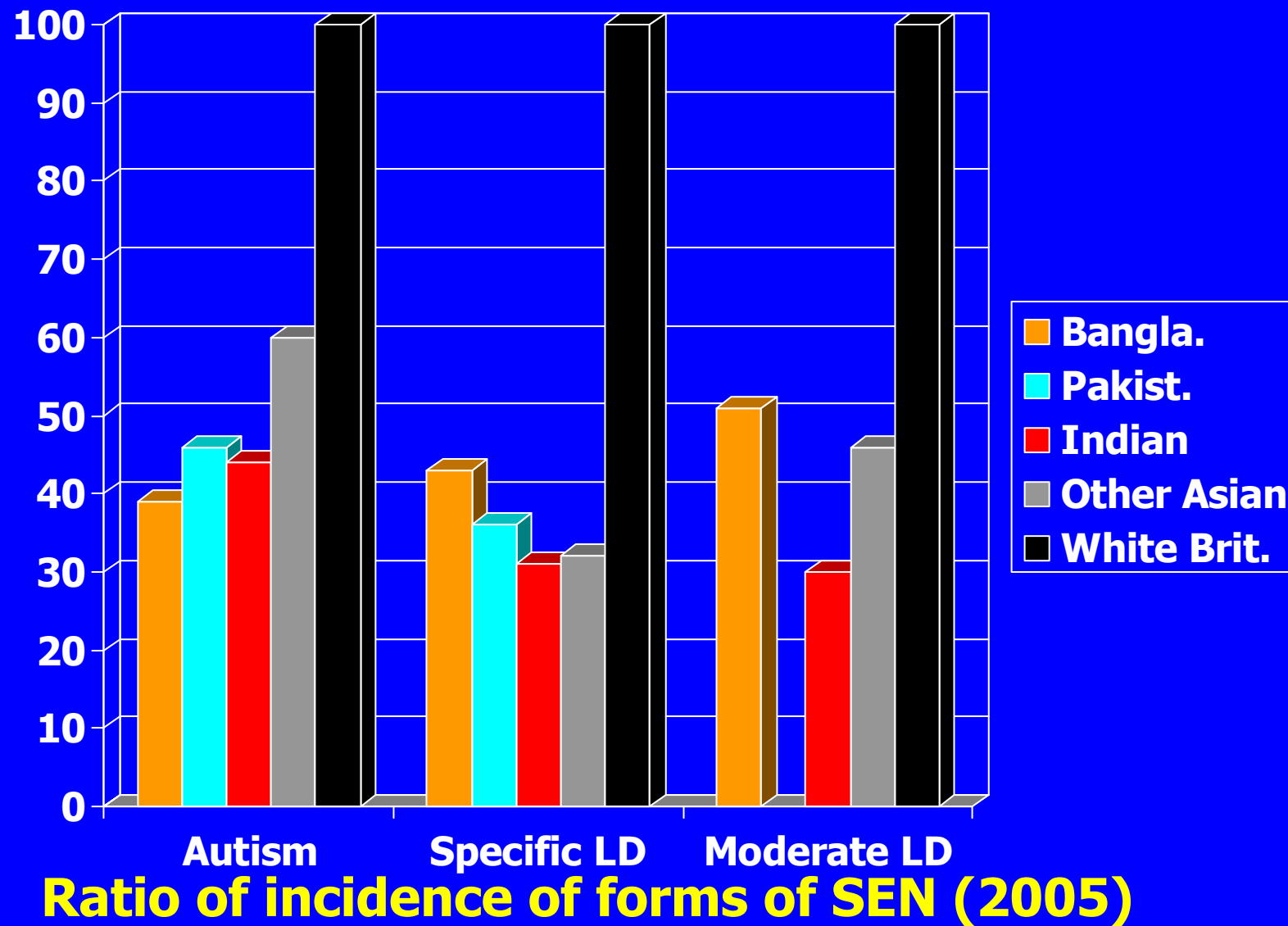
## **Less common forms of SEN**

6. Physical disability
7. Specific learning difficulties (e.g. dyslexia)
8. Profound and multiple learning difficulties
9. Hearing impairment
10. Visual impairment
11. Multisensory impairment (e.g. deaf & blind)

# Interaction of SEN and EAL in autistic spectrum disorders







## **Why do some ethnic groups show a low incidence of certain forms of SEN?**

- a) Perhaps some groups really have fewer children with particular types of difficulty.
- b) Perhaps teachers confuse “real” learning difficulties with difficulties that arise from being at the early stages of learning English.
- c) Perhaps families experience problems in obtaining professional help so that formal identification is delayed or prevented.

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# **Barriers to effective family involvement**

## **1. Language issues**

- a) Parents and teachers differ markedly in language, dialect and/or communication style.
- b) The only written information about resources, procedures, rights and responsibilities is in English.
- c) Teachers use jargon to explain the child's difficulties or the extra help that is proposed.

# **Barriers to effective family involvement**

## **2. Cultural issues**

- a) Parents and teachers differ markedly in their conception of the child's disabilities or difficulties.
- b) Teachers are ignorant of or insensitive to the family's religious beliefs and cultural traditions.
- c) Parents have expectations of the school that are at odds with how its staff see their responsibilities.

# **Barriers to effective family involvement**

## **3. Unproductive attitudes**

- a) Parents do not try to understand how the school's systems for supporting children work.
- b) Parents feel alienated from and suspicious of the school and/or key teachers.
- c) Key teachers stereotype or blame the parents and deny the parents' expertise and the knowledge they have of their child.

# **What actions can teachers take to overcome these barriers?**

Discuss this challenge in pairs or threes and be ready to make practical and constructive suggestions.

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# **The “triad” of impairments with ASD**

1. Limited understanding of social behaviour and impaired interaction with other children and adults
2. Impaired verbal and nonverbal communication
3. A tendency to think and behave inflexibly, resulting in behaviours and interests that are restricted and repetitive

# Prevalence of ASD

- 4 - 5 per 10,000 reported in 1979
- 39 per 10,000 in 2006
- Possible causes for the recent increase
- Discredited theories about the increase
- Prevalence data supports idea that ASD has a biological and genetic basis.

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## **Activity - Focus on one child**

1. What characteristic features of ASD does this child show?
2. Can you suggest 1 - 2 IEP targets that might be appropriate for him?
3. Can you suggest 1 - 2 specific teaching and management strategies that might help to achieve these targets?
4. How could the teacher promote effective family involvement?