

SEN and EAL features to assist with identification plus strategies for inclusion

Category	SEN Features	EAL Interacting Features (could lead to under/over identification)	Socio-cultural Interacting Features	SEN T&L approaches and strategies	EAL T&L approaches	T&L approaches - Identify
Cognition and Learning (specific difficulties in reading, writing or numeracy, or more general difficulties involving understanding across a wider range of curriculum areas.	Poor memory for sounds, names, letters, language. Difficulties with speed of processing, coordination and or conceptual development	When new (1-2 years) to English and processing in 2 languages. Different script, letter/word order, sounds. Lack of vocabulary and understanding. 2-7 years learning English – comprehension of abstract/unfamiliar language is lower than non-bilinguals.	Curriculum experience – if any, in prior education may be very different in extent, content and approach. Differences in home school – literacy/numeracy practices. Parents – different attitude to parental involvement.	Focus on print and words. Traditional view of language. Differentiation to involve: smaller steps, working on earlier objectives, structured, sequential, multi-sensory approaches. Pictures to aid memory, realia and inference training.	Support for 1 st language and through 1 st language. Whole language approach. Age related curriculum objectives but access via key visuals for meaning, concepts. Key vocabulary identified, modelled, practiced. Conceptual development assured. Scaffolds/prompts to support sentence grammar/writing.	Fill in experience gaps. Link lessons with cultural capital and prior knowledge. Find out about prior literacy learning. Supply missing knowledge with images, videos and picture books. Allow access to a wide range of literacy genres and text types. Use graphic organisers/ topic mats etc.
Social, Emotional and MH (includes within a child; ADD and external social/emotional)	E.g. Hyper activity, defiance, stress, socialisation , lack of cooperation, poor sharing, socio economic status can be a factor. Persists over time.	Inappropriate body language and spoken language/behaviour due to lack of understanding . Daydreaming. Frustration due to lack of achievement. Feeling incapable. Inability to socialise due to language barrier. Loneliness. Aggression due to inability to communicate needs/wishes. May decrease as child learns English.	Different cultural recipes for behaviour. Lack of continuity of prior circumstances, schooling or caring. Racism or bullying due to indifference. Trauma e.g. refugee experience. Frustration due to lack of affirmation of ability or identity. May decrease as child settles.	Behaviourist rewards, classroom environment (calm, sensory opportunity, time out areas). Cognitive support, counselling, social, work with parents. Therapeutic approaches e.g. PSHE.	As above, ensuring access to the whole curriculum. Bilingual prompts for learning, value of first language in school, welcoming different language – displays, signage, multicultural books. Buddy setup, group children with most able in the class to allow best role models of English.	Lessons to take in to account learning styles, holistic, active where possible. Identity – culture affirmed in the curriculum, resources and books. Parental involvement in school/class. Mentoring, counselling, role models to include identity. Self-esteem as being from another culture and English.
Communication and Interaction (speaking and understanding)	Late language development . Difficulties with articulation of speech sounds. Grammar, vocabulary understanding/production. Disordered speech. Lack of empathy – could be from home life.	New Arrival – silent phase 6-8 months or inappropriate utterances due to formulaic speech. Temporary regression in first language on commencing school is not an impairment. Difference between L1 and L2 in tone and sound. Within 2 years – conversational fluency expected. Up to 7 years – comprehension/grammar differences.	Cultural differences with oral communication and social expectations. Different child rearing styles e.g. more nurtured or more independent. Home/school learning style differences. Socio-economic circumstances . Family fear, hostile environment. Isolated circumstances.	Visual timetable, Makaton signs, referral to speech therapy. Assistance with speech production. Traditional within child focus on words and questions. Matching words and letters. Use of nonverbal communication, e.g. drawing, drama etc. Social stories, narrative therapy. PSHE.	Promote additive development in L1 and L2. Communicative approaches to provide context. Comprehensible input and scaffolded output; good language environment. First steps, talking partners, drama opportunities. Access to audio books, videos etc. to hear good role models of English.	Awareness of cultural differences in oral interaction, expectations of teaching. Choice of appropriate interactions and target socio-cultural vocabulary. Support identity and inclusion in resources and ethos of school and class. Counter racism, raise awareness in school of subjects such as war. refugees, asylum seekers.
Sensory and or physical needs	Hearing, visual, movement.	Difficulties operating in two languages with additional sensory needs means full assessment of functional hearing/vision is needed (multi-agency). Additional needs to be accurately assessed in both school and in the family.	Identity – e.g. try and find a member of the ethnic minority and deaf community.	If there are concerns regarding hearing and vision then refer to appropriate support services, use additional support teachers as you would with a child that spoke English.	As above, as appropriate.	As above, as appropriate.