

SEN and EAL

[>Inclusion and Special Educational Needs \(SEN\)](#)

[>Identification and assessment](#)

[>Responding to need](#)

[>Overcoming barriers to learning in literacy](#)

[>Multilingualism and Dyslexia](#)

[>Overcoming barriers to learning in mathematics](#)

[>Gifted and talented](#)

[>Case study - Olamide](#)

[>Case study - Fabio](#)

Student teachers will need to respond to the needs of all bilingual learners they teach, including those with special educational needs and EAL learners who are gifted and talented. When a child who is learning English as an additional language makes slow progress in school, it is difficult to tell whether the delay is caused because they are not confident using the language of the school or because they have “real” learning difficulties independently of the language difference. Similarly there is often concern that the potential and ability of pupils learning EAL may be overlooked by provision for 'gifted and talented' pupils.

In this section, teacher educators can find clear outlines of the issues involved and implications for practice. The section concludes with two case studies, written by serving teachers, of EAL learners who may have special educational needs.

Section Editor

Tony Cline

Contributing Authors

Ida Instone

Vicki Rabicano

Dr Ian Smythe

Last Updated

April 2009

Online Resources

Centre for Studies on Inclusive Education - An Overview

<http://inclusion.uwe.ac.uk/csie/index-overview.htm>

Milton Keynes EMASS (2004) Guidance on the Assessment of EAL Pupils who may have Special Educational Needs. Milton Keynes, Milton Keynes Council.

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

Portsmouth Ethnic Minority Achievement Service SEN information

<http://www.blss.portsmouth.sch.uk/sen/index.shtml>

The full text of the SEN Code of Practice at: <http://www.teachernet.gov.uk/docbank/index.cfm?id=3724>

Further Reading and References

Booth, T. and Ainscow, M. (2000) *Index on Inclusion*. Bristol : Centre for Studies on Inclusive Education

Clark, C., & Callow, R. (1998) *Educating Able Children: Resource Issues and Processes for Teachers*. London: David Fulton.

Cline, T. and Shamsi, T. (2000) *Language needs or special needs? The assessment of learning difficulties in literacy among children learning English as an additional language: a literature review* [RR 184] London : DfES. Retrieved on 2nd October , 2010 from: <http://www.education.gov.uk/research/data/uploadfiles/RR184.pdf>

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

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

Freeman, J. (1998). *Educating the very able: current international research*. London : Stationery Office

Leyden, S. (2002). *Supporting the Child of Exceptional Ability at Home and at School*. London : David Fulton [3rd edition]

National Association for Gifted Children (2003) *Meeting Needs of Pupils with English as an Additional Language: some practical guidance*. Milton Keynes : NAGC

Ortiz, A. (2001). *English Language Learners With Special Needs: Effective Instructional Strategies*. ERIC Digest. (Ref. ED469207) Retrieved 3rd April from <http://www.ericdigests.org/2003-3/english.htm>

Rogers, U. and Pratten, A.R. (1996) 'The Cummins Framework as a Decision Making Aid for Special Education Professionals Working with Bilingual Children' in Cline, T. and Frederickson, N. *Curriculum Related Assessment: Cummins and Bilingual Children*. (pp. 77 - 87) Clevedon, Avon : Multilingual Matters Ltd.

Copyright NALDIC 2011