

# EAL? SEN? EAL and SEN?

## The journey to work this out



There is sometimes a misconception that all children with English as an Additional Language (EAL) have special educational needs (SEN). Children with EAL are no more likely to be experiencing additional needs (SEN) than children whose first language is English.

However, there will be a small proportion of children who do have additional learning/ social/ emotional/ behavioural needs alongside their language needs. Determining the difference between EAL needs and SEN can be complex and confusing. Therefore Wigan's Children and Young People's Services set up a multi-agency working party to address this and clarify a process that people working with children learning EAL can use. We have put together a flow-chart: **EAL / Additional Needs Flow-chart** which determines the best approach to understanding and meeting children's needs.

For more details please visit the **VLN Inclusive Education Interest Space** or contact the EAL Team on 01942 404075

**FLOWCHART**  
The flow-chart is not intended to be a stand-alone document. The working party has put together a range of documentation to complement the flow-chart and facilitate better understanding.

**FACTORS**  
Factors to consider in changing working practices, differentiation and the learning environment.

**TRAINING**  
Information about training, drop-ins and other opportunities.

**QUESTIONS**  
Grid of key questions that need consideration during EAL/SEN discussions/ INSET.

**RESOURCES**  
Resources available to promote language development.