

EAL IS NOT SEN

Plan together. Make access possible.



THE IDEA

Distinguish language-development needs from other persistent learning concerns through history, access and response to teaching.



IN THE CLASSROOM

Gather learning history, languages, access to teaching and evidence across settings.

ACROSS SUBJECTS

Compare evidence from subject classes, EAL teaching and family learning history; avoid making one test decisive.

HOW TO USE IT

1



Distinguish language-development needs from other persistent learning concerns through history, access and response to teaching.

2



Check whether instruction, language access or unfamiliar schooling helps explain the pattern.

3



Provide appropriate support and gather responses across time and settings.

4



Where concerns persist, use the school's specialist referral process with the evidence gathered.

EAL IS NOT SEN

Slow English writing alongside strong oral reasoning calls for language support and observation. Persistent difficulties across languages and settings may warrant specialist review; neither pattern by itself diagnoses or excludes SEN.



WHY IT WORKS

Makes the support explicit, shared and open to review.



EAL UPGRADE

Adjust language scaffolds from evidence while maintaining any independently identified learning support.



TRY IT TOMORROW

Does the support improve access, and what concerns remain despite it?



TEACHER LANGUAGE

"Show the relationship and explain the choice you made."