



Table 2.2 Referral



Actions	Who is directly involved?	Who contributes?	Who needs to know?	Inclusion outcomes
Review provision to ensure language and cultural barriers are removed	EAL staff Class and subject teachers	Curriculum lead	SENDCo	Language and cultural barriers are removed and SEND become apparent
Complete staff observation sheet	EAL Co-ordinator Class teacher	SENDCo	Other teachers and TAs who work with the learners	Initial SEND concerns are observed within the classroom context  Relevant staff are made aware of any initial concerns
Gather information from the family	EAL Co-ordinator or trained TA	Interpreters where needed	SENDCo where concerns or information relate to SEND  Safeguarding staff where relevant	Initial SEND-related concerns are flagged  Pastoral staff are informed of concerns (e.g., wellbeing, safeguarding, medical, looked-after child)
Complete a referral form	Class teacher Subject teacher TA	EAL Co-ordinator	SENDCo	SENDCo and EAL Co-ordinator collaborate on identification of SEND
Support staff to recognise the effects of trauma and embed appropriate support	EAL Co-ordinator Inclusion staff External trainers	Senior leaders SENDCo	All teaching staff and TAs	Staff can recognise behaviours that signal trauma  Staff are equipped to provide appropriate support
Hold regular meetings	EAL Co-ordinator SENDCo	TA tasked with EAL support	SLT	EAL learners who have SEND are firmly on the school's agenda  SEND are identified early and support arranged