



EAL audit tool



Review

R

A

G

Policy

1. Does the school have a robust race equality, inclusion, and EAL language policy?



Evidence:

Actions:

2. Do inclusion policies include key information about identifying EAL and SEND and link to the school's SEND and inclusion policy?



Evidence:

Actions:



---

## Strategies, plans, & systems

1. Does the school have efficient and sensitive systems for collecting contextual data about newly arrived multilingual learners and for the early identification of those who have EAL learning needs and SEND?



Evidence:

Actions:

2. Does the school use a range of appropriate resources to gather information about new learners' EAL status and SEND; for example, distributing family background questionnaires, requesting information from previous schools, and capturing the pupil's voice?



Evidence:

Actions:



3. Is whole-school assessment data analysed for early indicators that learners using EAL may have SEND?



Evidence:

Actions:

4. Do the individual language plans incorporate information about SEND and are pupil profiles regarding both EAL needs and SEND drawn up and shared with all their teachers?



Evidence:

Actions:



---

### Roles: EAL & SEND co-ordinators

1. Do the EAL and SEND Co-ordinators conduct observations in class to ensure that EAL learners who are struggling because of language difficulties have not been misdiagnosed as having SEND?



Evidence:

Actions:

2. Does the SENDCo undertake quality assurance (QA) measures, by observing EAL learners in class to ensure that language barriers are being removed in the delivery of quality first teaching (QFT)?



Evidence:

Actions:



3. Is the EAL Co-ordinator able to identify SEND-related difficulties for learners using EAL?



Evidence:

Actions:

4. Do the EAL and SEND Co-ordinators meet regularly to consider assessments and needs for EAL learners who have SEND?



Evidence:

Actions:



---

## Expertise & Professional development

1. Does the EAL Co-ordinator, in collaboration with the SENDCo and SLT, facilitate CPD for all frontline staff to develop their understanding and ability to assess, support, and adapt teaching for EAL learners who have SEND?



Evidence:

Actions:

---