



EAL Co-ordinator/SENDCo planning tool: Sample meeting agenda



Agenda item	Actions
1. Are there any learners staff have concerns about?	1. Decide who will focus on which learners and which assessments will take place. 2. Establish a timeframe and review date to discuss results and findings.

Who is responsible?

Review next steps:

Review date: / /

1. How well are EAL learners who have SEND performing?	1. Identify learners with poor attendance rates and discuss needs.
2. Any specific concerns?	2. Discuss QFT strategies for learners working at, above, or below expected academic levels.
3. Is the correct provision in place?	
4. Which learners have access to interventions at Waves 2 and 3 respectively, and how well are these helping to close the gaps?	

Who is responsible?

Review next steps:

Review date: / /

- | | |
|--|--|
| 1. Which learners are at the “initial concern” stage and require referral? | 1. Identify SEND indicators. |
| 2. Have assessment results from referred learners been shared? | 2. EAL Co-ordinator to carry out observations with SENDCo, assess needs, and discuss next steps. |
| | 3. Review at the next meeting. |
| | 4. Review previous assessments and next steps. |

Who is responsible?

Review next steps:

Review date: / /

- | | |
|--|---|
| 1. Are families being kept informed and engaged? | 1. Review output from family engagement and information-gathering processes, including the family's views on provision. |
| 2. Is communication with families supported through the use of interpreters where necessary? | 2. EAL Co-ordinator and SENDCo to ensure removal of language barriers in engagement with families. |

Who is responsible?

Review next steps:

Review date: / /

- | | |
|-----------------------------|--|
| 1. What CPD is required? | 1. Review how EAL profile and SEND passport help each teacher. |
| 2. What are the priorities? | 2. Audit staff skills, develop plans for CPD, and prioritise delivery. |

Who is responsible?

Review next steps:

Review date: / /

- | | |
|---|--|
| 1. How effective is TA deployment for EAL learners who have SEND? | 1. Consider TA timetable and needs.
2. Carry out regular QA e.g., observe learner in class. |
|---|--|

Who is responsible?

Review next steps:

Review date: / /

-
- | | |
|--|--|
| 1. Which learners require specialist agency referrals? | 1. Contact parents/carers. |
| 2. Who will be prioritised? | 2. Make referrals to agencies. |
| | 3. Consider the use of interpreters for communicating with families during the referral process. |
| | 4. Ensure information about EAL learners who have SEND is up to date. |
-

Who is responsible?

Review next steps:

Review date: / /
