



## Whole-school audit tool



### Review

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### Policy

1. Does the school's inclusion policy clearly identify how EAL learners who have SEND fit into the school's support systems?



Evidence:

Actions:

2. Do the school's policies, systems, and strategies for SEND provision clearly include EAL learners who have SEND?



Evidence:

Actions:

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## Strategies, plans, & systems

1. Does the school have an effective strategy and action plan for supporting EAL learners who have SEND?



Evidence:

Actions:

2. Does the school provide a framework for staff, including subject teachers and support staff, who work with EAL learners who have SEND?



Evidence:

Actions:

3. How are EAL learners who have SEND embedded into the school's graduated response to SEND?



Evidence:

Actions:

4. How effective are the school's systems at early identification of EAL learners who have SEND?



Evidence:

Actions:

5. How effective are interventions at Waves 2 and 3 of the school's graduated response at removing the barriers to learning that EAL learners who have SEND face?



Evidence:

Actions:

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### Roles: leadership

1. Is the SLT leading an inclusive agenda for EAL learners who have SEND?



Evidence:

Actions:

2. Does the school have an EAL Governor?



Evidence:

Actions:

3. Does the EAL Governor support the school's provision for EAL learners who have SEND?



Evidence:

Actions:

4. Does the SEND Governor work closely with the SENDCo to address gaps in knowledge and support for EAL learners who have SEND, within SEND practice?



Evidence:

Actions:

5. Is there a member of the SLT who has responsibility for EAL and who also has SEND knowledge?



Evidence:

Actions:

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### Roles: EAL & SEND co-ordinators

1. Are the EAL and SEND Co-ordinators (or those responsible for EAL in schools where there is no named co-ordinator role) aware of their roles and responsibilities and how those interact?



Evidence:

Actions:

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### Expertise & professional development

1. Is the SENDCo knowledgeable about and confident in leading on the initial concerns about EAL learners who have SEND?



Evidence:

Actions:

2. Are support staff, teaching staff, inclusion leads, and the SENDCo knowledgeable about identifying EAL learners' needs?



Evidence:

Actions:

3. Are support staff, teaching staff, inclusion leads, and the EAL Co-ordinator knowledgeable about identifying SEND?



Evidence:

Actions:



4. Does the school access and provide ongoing professional development for all relevant staff, to ensure they can identify and support EAL learners who have SEND?



Evidence:

Actions:

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## Resources

1. Are EAL learners who have SEND – together with their families and carers – able to access multilingual resources (e.g., books, dictionaries, and assistive technology), as well as appropriate guidance on their use?



Evidence:

Actions:

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## Outcomes

### 1. Does the school's provision impact positively on EAL learners' attainment?

Evidence:

Actions:

### 2. Does the school's provision impact positively on the attainment of learners who have SEND?

Evidence:

Actions:

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