



SEND audit tool



Review



Policy

2. Does the school’s SEND and inclusion policy detail effective systems and practices to support the identification of and provision for EAL learners who have SEND?



Evidence:

Actions:

Strategies, plans, & systems

1. Does the school’s development plan include a strategic vision for supporting EAL learners who have SEND, which identifies actions to remove barriers?



Evidence:

Actions:

2. Does the school's graduated response and SEND provision map include EAL considerations?



Evidence:

Actions:

3. Does the school have robust systems in place for early identification of EAL learners who have SEND?



Evidence:

Actions:

4. Does the school provide assessments that identify SEND and do not conflate these with language needs?



Evidence:

Actions:

5. How effective are school-wide communication systems (SEND and pastoral support systems that communicate concerns and/or needs) at removing any language barriers to identifying EAL learners who have SEND?



Evidence:

Actions:

6. Do the views of learners and their families form a central part of the school's planning and provision?



Evidence:

Actions:

7. How effective are the school's systems for communicating with families, carers, and EAL learners at removing language barriers to identifying possible SEND?



Evidence:

Actions:

8. Do the school’s SEND, pastoral, and wellbeing systems ensure that the emotional wellbeing needs of EAL learners who have SEND are met within the universal offer?



Evidence:

Actions:

9. Are there efficient systems in place to effectively monitor and track provision for and progress of EAL learners who have SEND?



Evidence:

Actions:

Roles: EAL & SEND co-ordinators

1. Do the EAL and SEND Co-ordinators meet regularly to discuss initial concerns and support for EAL learners who have SEND?



Evidence:

Actions:

Beyond school

1. Are referrals for EAL learners who have SEND prioritised, and do they sit within the local offer with a range of agencies, such as speech and language teams or educational psychologists? Do referrals communicate the need to remove language barriers?



Evidence:

Actions:

2. Does the school raise the profile of EAL learners who have SEND – at both agency and authority levels – when supporting families with applications for an EHCP and when making assessments for inclusion funding?



Evidence:

Actions:

3. Are there opportunities for collaboration with local schools and other settings to reflect on and share best practice?



Evidence:

Actions:

Professional development

1. How effective is SEND-related CPD for all staff in the improvement of quality provision and support for all learners? For example, professional development to help staff identify SEND indicators, understand language barriers that EAL learners may face, etc.)



Evidence:

Actions: