



## Post-audit action plan



	Actions	Who	Outcomes
<b>Roles and responsibilities</b>	<ol style="list-style-type: none"> <li>2. Analyse the needs identified by your audits.</li> <li>3. Assess delegated roles and clarify responsibilities.</li> <li>4. If possible, appoint staff to key roles where there are gaps.</li> </ol>	SLT SEND Governor SENDCo EAL Co-ordinator	Role players have clearly designated roles and responsibilities

Analysis and review:

<b>Identification</b>	<ol style="list-style-type: none"> <li>1. Update the language policy to include SEND considerations.</li> <li>2. Update and review the school's SEND Inclusion Policy and school SEND report to ensure procedures and systems are in place.</li> <li>3. Audit staff skills and arrange professional development sessions for all relevant staff, to strengthen their knowledge on the indicators that EAL learners present when they have SEND.</li> </ol>	SLT SEND Governor SENDCo EAL Co-ordinator	Early identification leads to early support for EAL learners who have SEND, which in turn leads to better learning outcomes  SENDCo confidently leads on early identification  Systems fully operational to ensure early identification
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Analysis and review:

**Referrals**

1. Create a flow chart setting out the referral process for SEND identifiers in EAL learners.
2. Arrange professional development sessions for showing staff how to use referral indicators.
3. Ensure staff are able to access online referral forms.

SLT  
SENDCo  
EAL Co-ordinator  
SENDCo admin

Staff know when to refer and who to contact  
Staff confidently use the referral forms and make referrals in line with expectations

Analysis and review:

**Professional development**

1. Create a calendar of CPD sessions.
2. Develop focused QA observation with curriculum and pastoral leads.
3. Continue to arrange professional development for TAs and fill gaps in knowledge and understanding.

SENDCo  
EAL Co-ordinator  
SLT  
Curriculum leads  
Pastoral leads

Staff can discriminate between EAL needs and SEND  
SEND team confidently use indicators of the presence of SEND in EAL learners  
Ongoing CPD supports the identification of SEND at whole-school level  
TA deployment creates effective support for EAL learners who have SEND

Analysis and review:

<b>Provision</b>	<ol style="list-style-type: none"> <li>1. Strengthen EAL assessment to ensure accurate identification of language support needs.</li> <li>2. Evaluate and amend the SEND provision map to include provision for EAL learners who have SEND.</li> <li>3. Develop provision under the four broad areas of need.</li> <li>4. Develop regular strategy meetings for the EAL Co-ordinator and SENDCo.</li> <li>5. Develop family partnerships to remove the stigma of SEND.</li> <li>6. Arrange professional development for all relevant staff.</li> </ol>	<p>SENDCo EAL Co-ordinator Curriculum leads Teaching staff Families and carers</p>	<p>EAL Co-ordinator leads on provision of language support SENDCo confidently leads on provision for EAL learners who have SEND Learners access the SEND provision through a graduated response model Staff adapt teaching and remove barriers to learning</p>
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Analysis and review:

<b>Health provision</b>	<ol style="list-style-type: none"> <li>1. Review, develop, and update the school's provision map.</li> <li>2. Develop social, emotional, and mental health (SEMH) Waves 2 and 3 support.</li> <li>3. Develop a trauma-informed response to supporting learners.</li> </ol>	<p>SENDCo EAL Co-ordinator Pastoral and wellbeing staff</p>	<p>Provision supports learners' social, emotional, and mental health</p>
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Analysis and review:

**Data tracking**

1. Create a tracking system to record data on the progress of EAL learners who have SEND.
2. Share data with appropriate staff, including teachers.
3. Use collected and shared data to set appropriately challenging targets and monitor progress.

SENDCo  
EAL Co-ordinator

EAL learners who have SEND achieve, or exceed, set targets at KS4

Analysis and review:

**External support**

1. Work with a range of agencies to develop targeted and specialist support and interventions.
2. Use a range of screening tools to assess needs.
3. Develop a range of assessments and screening tools – for example, dyslexia and autism screening – and create provision to close any gaps.

Educational psychology lead  
SENDCo  
EAL Co-ordinator  
All staff

EAL learners who have SEND access support from a range of outside agencies  
External support contributes to the removal of barriers to learning and achievement

Analysis and review: