

These recommended trainings and resources are designed for schools that have completed the Whole-School Self-Evaluation process and are exploring next steps based on their findings. They can assist schools in addressing areas identified for further development or improvement.

Suggested training:

The Bell Foundation offers a range of training opportunities to meet a variety of contexts and needs.

Regional Training	Our regional Licensed Practitioners work with local schools to develop their EAL provision: www.bell-foundation.org.uk/regional-training/
On-demand Training	Free, self-access, online courses available 24/7 for maximum flexibility. Includes <i>Introduction to EAL Assessment</i> and <i>Integrating EAL and SEND Provision in Schools</i> : www.bell-foundation.org.uk/free-on-demand-training/ also available: <i>ECT and EAL Series</i> of trainings: https://www.bell-foundation.org.uk/training/early-career-teachers
Webinars	Scheduled webinars and recordings of previous webinars: www.bell-foundation.org.uk/webinars/
Online Training	Three module courses, including a live webinar, run by The Bell Foundation trainers: https://www.bell-foundation.org.uk/eal-courses

Suggested resources:

The Bell Foundation resources listed below are organised around the eight dimensions of EAL provision used in the Self-Evaluation tool.

a) Inclusive vision, values, attitudes and behaviours	Principles of effective EAL pedagogy: https://www.bell-foundation.org.uk/eal-pedagogy EAL: Our calls for change and the evidence: https://www.bell-foundation.org.uk/eal-research
b) Inclusive governance and leadership for EAL	Guidance for Schools and Leaders: https://www.bell-foundation.org.uk/schools-and-leaders In particular: EAL and SEND: https://www.bell-foundation.org.uk/learners-with-special-educational-needs-or-disabilities/

	<p>School provision for refugee children and new arrivals: https://www.bell-foundation.org.uk/refugee-school-funding-provision</p> <p>School transition for EAL learners: https://www.bell-foundation.org.uk/transition-guidance</p> <p>How to support EAL learners in mainstream classrooms: https://www.bell-foundation.org.uk/eal-integration</p> <p>EAL in Early Years: https://bit.ly/eal_in_early_years_settings</p>
c) Whole school language(s) policy	<p>How to Write a School EAL Policy: https://www.bell-foundation.org.uk/guidance/school-policies</p> <p>What is EAL in Education? https://www.bell-foundation.org.uk/eal-diversity</p> <p>How to create an EAL learner profile: www.bell-foundation.org.uk/learner-profile/</p> <p>New arrivals: https://www.bell-foundation.org.uk/new-arrivals</p>
d) Continuing professional development and learning for EAL	<p>See options in the suggested training section above for: Regional trainings: https://www.bell-foundation.org.uk/regional-training/</p> <p>On-demand trainings: http://www.bell-foundation.org.uk/free-on-demand-training/</p> <p>Webinars: https://www.bell-foundation.org.uk/eal-diversity</p> <p>Online courses: https://www.bell-foundation.org.uk/eal-courses</p>
e) Assessment and placement of multilingual pupils	<p>The Bell Foundation's EAL Assessment Framework for Schools: bell-foundation.org.uk/eal-assessment-framework</p> <p>On-demand training: Introduction to Assessing English Language Proficiency: http://www.bell-foundation.org.uk/free-on-demand-training/</p>

	<p>EAL assessment; Why it is important and how to assess EAL learners: https://www.bell-foundation.org.uk/assessment-guidance</p>
f) Curriculum, teaching and support of multilingual pupils	<p>Classroom Guidance for Teachers: https://www.bell-foundation.org.uk/classroom-guidance</p> <p>In particular: Great Ideas: https://www.bell-foundation.org.uk/resources/great-ideas/</p> <p>Teaching Resources: https://bit.ly/Learning_resources_of_The_Bell_Foundation</p> <p>Classroom guidance and strategies to support EAL learners: https://www.bell-foundation.org.uk/classroom-guidance-and-strategies-to-support-eal-learners/</p> <p>How to provide multilingual support in the classroom: https://www.bell-foundation.org.uk/multilingual-support</p> <p>Strategies and guidance to support EAL learners in intervention groups: https://www.bell-foundation.org.uk/strategies-and-guidance-to-support-eal-learners-in-intervention-groups</p> <p>EAL learners with limited first language literacy: https://www.bell-foundation.org.uk/limited-first-language-literacy</p>
g) Learning and achievement of multilingual pupils	<p>EAL and Educational Achievement: https://www.bell-foundation.org.uk/eal-educational-outcomes</p>
h) Involvement of multilingual pupils' parents and carers	<p>Guidance for Parents: https://www.bell-foundation.org.uk/guidance/parental-involvement</p> <p>In particular: Translated guidance on English education system: bell-foundation.org.uk/english-education-system</p> <p>Guidance on working with parents to support learning of pupils who use EAL: https://www.bell-foundation.org.uk/working-with-parents</p>