

EAL Framework Key contact: Alice Legarska

Wave 3 –

EAL Department

- Specific support to address EAL publis' needs
- New to UK to follow EAL admission process in which baseline assessment is to be carried out for mid-term arrivials in order to dentify their language proficiency.
- Following the assessments, students are assigned to appropriate intervention group, such as:
- carefully designed one-to-one sessions;
- small teaching groups KS3/KS4 in seperate age and ability groups;
- extracurricular sessions for new arrivals.
- Further referral to SENCo and/or outside agencies may be recomended if EAL pupil is not making expected progress.

Vice Principa

 Review of a student's curriculum in order to ensure they are on an accessible pathway.

Wave 2 – (Short Term Intervention)

Class Teachers

• If Wave 1 intervention unsuccessful, class teachers make a referral to EAL team including evidence gathering. Following the referral, the student may be assessed to inform necessary short term intervention.

EAL Department

- The EAL team to conduct an EAL assessment of a referred pupil. Following the assessment, EAL Support Plan will be generated and placed on the shared area.
- Short term intervention following the referral in place.
- Flash Academy baseline and progress assessments.
- Academic interventions including Teaching and Learning strategies, including Accelerated Reader, Lexia, Ruth Muskin.
- Encourage EAL pupils to attend EAL after school/lunch support sessions.
- EAL department/HOY contact home to inform parents of a short term intervention (logged on Provision Map).

Wave 1 - (Quality First Teaching)

• Ensure all pupils receive quality first teaching in all areas of curriculum.

- All staff to ensure appropriate key words/vocabulary choices are presented as routine and for clear understanding.
- Encourage EAL pupils to attend extracurricular activities such as EAL club, lunch time catch up club.
- All staff will use the graduated response of assess, plan, do, review, to suport student progress.
- Modelling and scaffolding in lesson is appropriate for the student to access.
- Supportive buddy for in class support and seated with a model English speaker.
- Head of EAL may be contacted for further support and strategies.
- Ensure in-class support is communicated to parents.

Class Teachers