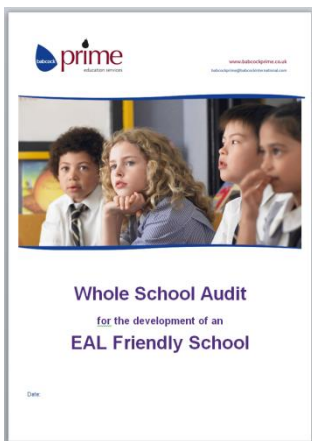


Audit Provision for EAL Learners



How well do you support your EAL Learners?



The LST EAL team will work with you to audit your provision for EAL learners in terms of

- Leadership and management
- Teaching and learning
- Whole school environment
- Assessment
- Parents/carers and the community
- Emotional health and wellbeing.

The LST EAL team will

- Provide a summary which
 - Identifies the positive features of your current provision
 - Recommends areas for development and how this might be achieved
- Support you to draw up an action plan which reflects your priorities
- Offer support by providing advice, resources and or training.

Focus	Provision	Areas for development
Leadership and management	<ul style="list-style-type: none"> The school ensures that appropriate provision for EAL pupils is a priority. Effective policies are in place to ensure consistent provision across the school. Minority ethnic communities are represented in decision making in the school. The school has robust and sensitive systems for 	<ul style="list-style-type: none"> Development of an effective, discrete policy to ensure consistency of provision and address problems. Development of robust and sensitive systems for collecting and analysing data for priority ethnic, newly arrived and more advanced EAL pupils. See information sheet provided. Increase in staff consistency by providing targeted CPD in discussion with LST.
Teaching and learning	<ul style="list-style-type: none"> Displays have a multilingual element and reflect the ethnic and religious backgrounds of learners while challenging bias, prejudice and stereotyping. Fluency materials include positive role models, reflect the value diversity, and include fiction as well as non-fiction from a range of cultures. 	<ul style="list-style-type: none"> Development of a multilingual and multicultural rich environment building resources for reading and role play. Provision of multilingual signs and labels. Displays created with pupils which reflect and celebrate their linguistic and cultural background.
Assessment	<ul style="list-style-type: none"> Self-assessed in assessing and Sustaining, Levels 1-4 Transition arrangements ensure assessment information is available to those who need it. 	<ul style="list-style-type: none"> Development of the staff's skills to determine proficiency levels accurately. The LST EAL team could explore available tools to support the process.
Parents/carers and the community	<ul style="list-style-type: none"> Parents are enabled to engage with their children's learning and the school community. Parents/carers can access all school information. 	<ul style="list-style-type: none"> Development of ways of ensuring that online proficiency information is accessible to the parents/carers of pupils with EAL. Support for parents of EAL learners to equip them to support their children's education.
Emotional health and wellbeing	<ul style="list-style-type: none"> The social programme and emotional health and wellbeing of EAL learners is monitored and supported. 	<ul style="list-style-type: none"> Embedding of a range of creative activities in all areas of learners' cultural and linguistic diversity.

For further information and support contact the LST EAL team:

- Tel 01905 678145

Prime-EAL@babcockinternational.com

