



## **EAL protocol**

Following referral and assessment, the EAL service will provide a variety of different types of support:

### **Direct support**

Priority for direct support will be given to pupils who fit the following criteria

- UASCs and refugee/asylum seeking pupils in Key Stage 1 or above.
- Pupils with no or limited prior education or literacy who arrive at Key Stage 2 upwards
- Pupils who arrive in Key Stage 4

Direct support could include support within the whole class setting, an intervention (in a small group) and occasionally individual work with a member of the EAL Service.

Direct support will still be available for other pupils; decisions will be at the discretion of the EAL Service and will be based on the needs of individual pupils.

- Direct support will be time-limited with the usual maximum being 3 terms. Support may not always be linear i.e. there may be breaks to allow support to be focussed at key times and will include advice for staff e.g. planning, strategies, resources etc.
- In secondary schools, where possible, the allocated member of staff from the EAL Service will hold a meeting with all staff teaching the pupil in order to establish how support can best be delivered within the whole school framework. Where a meeting does not take place school staff should be encouraged to communicate with the EAL team member via email.

### **Advisory support**

Most pupils who are placed on advisory support will receive at least one follow up visit within twelve weeks of initial assessment. Further visits will be arranged depending upon need.

The focus of these visits will be on supporting staff and will look at

- Resources
- Planning
- Grouping
- Curriculum

In order to make the best of these visits, it would be helpful if teaching staff are available to meet with a member of the EAL team; we will negotiate, to try to fit in with PPA time where possible. In secondary schools the follow up will include a meeting with key staff who teach the pupil in order to establish how support can best be delivered within the whole school framework. It is good practice to include parents in any follow up/advisory meetings.

In the case of pupils with a possible additional need, advisory support will be offered with the onus on the school to contact the EAL Service if and when their further input is required (for example with further investigations from specialist services). In these cases if school has not contacted the Service within a year then the case will be ceased and school would need to re-refer if further input were required.

### **Pupils with possible additional needs**

There is an agreed procedure for working with other agencies

<https://www.solgrid.org.uk/education/support-services/english-as-an-additional-language/sen-or-eal/> – this will still be followed.

In order to assess a child's needs, a short term period of direct support may be suitable and this will be arranged on an individual basis when appropriate.