

Area	Actions	When
<b>Admin &amp; Management</b>	<ul style="list-style-type: none"> <li>• Update EAL Records- pupils, languages, needs and data.</li> <li>• Set up intervention where appropriate</li> <li>• Check resource needs with class teachers, make up resources as necessary</li> <li>• Order dictionaries and graded readers, bilingual materials</li> <li>• Manage teaching and office space and other subject specific resources</li> <li>• Respond to EMTAS emails, flyers, support.</li> <li>• Manage other agency communications/signposting communications (e.g.: school nurse, social services, ESOL support)</li> </ul>	termly
<b>New Arrivals</b>	<ul style="list-style-type: none"> <li>• Ensure Induction packs are updated and ready for New Arrivals</li> <li>• Book interpreters for newly arrived families if needed</li> <li>• Register new arrivals to EMTAS and request support if needed</li> <li>• Plan and deliver EAL New arrival- Survival English- group when possible</li> </ul>	ongoing
<b>Intervention</b>	<ul style="list-style-type: none"> <li>• Identify pupils who need intervention (this could be new arrivals, underachievers, pupils causing concern)</li> <li>• Plan and deliver intervention- sourcing materials, tracking progress and reporting on impact</li> <li>• Communicate with class teachers about intervention needed</li> </ul>	ongoing
<b>BSWs &amp; Interpreters</b>	<ul style="list-style-type: none"> <li>• Book and support BSWs or Interpreters in the school.</li> <li>• Direct BSWs and ensure teachers are fully aware how to use bilingual support effectively.</li> </ul>	ongoing
<b>EAL Assessments</b>	<ul style="list-style-type: none"> <li>• Ensure class teachers have copies of EAL assessment tool</li> <li>• Collate EAL levels half termly and track progress</li> <li>• Use EAL records to analyse data and plan intervention</li> </ul>	ongoing
<b>Home languages</b>	<ul style="list-style-type: none"> <li>• Celebrate European day of Languages</li> <li>• Organise language survey and that language and ethnicity information on SIMS is accurately collected, recorded and analysed</li> </ul>	26 <sup>th</sup> September annually
<b>GCSE/SATs provision</b>	<ul style="list-style-type: none"> <li>• Apply for Special Arrangements and extra time for EAL students for GCSE and other public exams</li> <li>• Make sure school has correct bilingual dictionaries for GCSE exam season</li> <li>• Make arrangements for pupils to do GCSE home language exams and access any preparation classes provided by <a href="#">EMTAS</a></li> <li>• Make arrangements for pupils to complete Maths SATs with the support of an interpreter with EMTAS Team</li> </ul>	Start of Spring Term
<b>EAL/SEND</b>	<ul style="list-style-type: none"> <li>• Refer EAL students not making progress to SENCO/<a href="#">EMTAS</a></li> <li>• Provide evidence for SEND, e.g. home language assessment, diagnostic reading assessment.</li> <li>• Monitor EAL students on SEND Register and ensure bilingual support is provided for AR meetings</li> </ul>	Update termly

<b>EAL Training</b>	<ul style="list-style-type: none"> <li>• Deliver CPD INSET for staff &amp; liaise with EMTAS for provision of CPD on Teaching and Learning of EAL</li> <li>• Attend training termly EAL network meetings provided by EMTAS ( book on <a href="#">CPD online</a>)</li> </ul>	Annually
<b>EAL clubs</b>	<ul style="list-style-type: none"> <li>• Set up and run a weekly club to support pupils in completing their homework or to provide pupils with extra opportunities to practise reading</li> <li>• Set up home language club so that pupils have opportunities to discuss class work in their home language</li> </ul>	Set up in September ongoing weekly
<b>Parental Support</b>	<ul style="list-style-type: none"> <li>• Arrange termly parent meetings on key education themes</li> <li>• Book interpreters (if needed) for termly meetings.</li> <li>• Arrange alternative dates for parent/teacher meetings for parents who need bilingual support and book an interpreter.</li> </ul>	Termly