

The Graduated Approach for EAL Pupils

Identifying and tracking individual EAL pupils' educational, social and language needs.

Start here

Key Questions:

What is the pupil's current level of proficiency in English? A B C D E
What is the context of the pupil?
E.g. Length of time learning English, Levels of literacy in L1, previous educational experiences, cognitive ability, special needs

What are the social, academic and language development needs of the pupil? Can these needs be met by High Quality, Universal EAL teaching? Do staff require any training?

YES

Monitor social, academic and language progress of pupil

What formative and summative assessments of progress will be made, by who and when will they be reviewed?

What sets/groups will the pupil be placed in?

Consider the outcome of the review—go back to START.

Not entirely

What information is the assessment tracker providing for the pupil's needs? Could they be met if mainstream provision used targeted support for pupils?

YES

Ensure teachers are confident on incorporating targeted teaching in their planning/teaching. Identify any additional training needs.

Not entirely

What extra specialist level interventions would support the pupils needs?

What formative and summative assessments of progress will be made, by who and when will they be reviewed?

Consider the outcome of the review—go back to START

What are the priority areas for support? What does the baseline assessment indicate?

How many sessions of support are timetabled per week?
What is the pupil missing when attending specialist intervention?

What formative and summative assessments of progress will be made, by who and when will they be reviewed?

Outcome of review—Does the pupil need further external support before next cycle of support?

Consider the outcome of the review—go back to START