

**Factors to consider:
English as an Additional Language Need**

Conditions for Learning

Having addressed all conditions for learning which may impact upon the young person's development of English as an Additional Language, is adequate progress being made?	
<p>Classroom ethos and organisation <i>In what way does the organisation of your classroom facilitate good teaching and learning with regard to EAL?</i> See page 67 'Distinguishing the Difference'</p>	<p>Curriculum differentiation (Wave 1) <i>What approaches are employed in your classroom to support the learning of all young people learning EAL?</i> See page 69 'Distinguishing the Difference'</p>



Individual Needs

Having addressed any individual factors which may impact upon the young person's development of English as an Additional Language, is adequate progress being made?			
<p>Gathering information <i>Has information been gathered regarding the young person's past educational experience and use of home/second languages?</i> See page 65-66 'Distinguishing the Difference'</p>	<p>Wider issues <i>Are there any previously identified physical, medical or sensory needs which may act as a barrier to learning?</i> See page 66 'Distinguishing the Difference'</p>	<p>School-based assessment <i>What assessment tools and methods are in place to monitor progress across all aspects of the curriculum?</i> See page 69, no.7 'Distinguishing the Difference'</p>	<p>Intervention <i>What interventions have been used and with what success?</i> <i>How have interventions been reviewed and adapted?</i></p>



Individualised Programmes

Having implemented interventions, is the young person making adequate progress?		
<p>Involving outside agencies <i>Is there an EAL Action Plan or has the EAL team been consulted for assessment and/or advice?</i></p>	<p>Reviewing outside agency advice <i>Do the child's personalised learning targets reflect the child's EAL needs, and advice given by the EAL team?</i></p>	<p>Liaison <i>Has there been recent liaison between school/home/EAL team at key decision points?</i> <i>Are there any other agencies involved?</i></p>