

WHO ACTUALLY NEEDS EAL SUPPORT?

Plan together. Make access possible.



THE IDEA

Identify support needs from task access and learning evidence rather than a language label alone.



IN THE CLASSROOM

Gather recent reading, writing, listening and speaking evidence alongside learning history.

ACROSS SUBJECTS

Science: oral versus written explanations. Humanities: source reading versus discussion. Maths: word-problem reading versus calculation.

HOW TO USE IT

1



Identify support needs from task access and learning evidence rather than a language label alone.

2



Compare evidence across subjects and response modes.

3



Identify a small number of teaching priorities instead of relying on one overall score.

4



Review fresh evidence after planned support and update the profile.

WHO ACTUALLY NEEDS EAL SUPPORT?

A learner may explain science orally yet struggle with an extended written evaluation. Plan a writing scaffold and collect a new response rather than treating the overall proficiency label as a full account.



WHY IT WORKS

Makes the support explicit, shared and open to review.



EAL UPGRADE

Reduce support when independent evidence is sustained across relevant tasks; review access needs separately.



TRY IT TOMORROW

Does the next response show progress in the identified skill and task?



TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”