
EMTAS EAL Training and Support for schools

EAL Clinic Model

The EAL Clinic model is an alternative to a whole staff training input and may be suitable in the following situations:

- staff have recently received generic English as an Additional Language (EAL) input from an EMTAS Specialist Teacher Advisor or through completion of EMTAS EAL e-learning;
- it is not possible to schedule whole staff training eg at a staff meeting or as part of INSET but some/all staff still want some support to develop their practice;
- there is a training need for just some staff who have children for whom English is an Additional Language in their class, eg in schools where numbers of EAL are low;
- staff want bespoke, on-going training with regular support from an EMTAS Specialist Teacher Advisor eg they are working with both early stage and more advanced learners of EAL and want advice on how to meet different sets of EAL support needs OR they want support as their learners progress in their acquisition of English through the school year.

FAQs about the EAL Clinic Model

What might the EAL Clinic model look like in school?

Working with the EAL Co-ordinator or a member of SLT, an EMTAS Specialist Teacher Advisor will arrange to visit once a term, spending anything from half a day to a full day in school – the time allocation will depend on how many members of school staff are taking part.

During the visit, the EMTAS Specialist Teacher Advisor will meet each teacher with their classroom assistant (where practicable) on a one-to-one basis by appointment to discuss individual EAL pupils.

How can we make sure we get the most out of an EAL Clinic?

To ensure staff get the most out of their appointment at the clinic, it is best to inform the Specialist Teacher Advisor in advance of key information for each child they want to discuss:

- child's name
- home language
- how long the child has been in the UK
- what you would like to discuss with the Specialist Teacher Advisor e.g. writing development, phonics, use of ICTs etc.

By providing the information in advance of the visit, the Specialist Teacher Advisor can come prepared with resources and information specific to your child and your query.

What might be the focus for such a discussion?

Discussions will be needs-led and as such form a bespoke support offer to school-based practitioners. Conversations might focus on the following:

- The use of an EAL-specific assessment framework to assess progress, look at next steps and plan how to apply them to the coming half term's planned curriculum.
- Strategies to use in the classroom to support progress for EAL child/ren at different stages in their acquisition of English.
- Concerns about the progress of a particular child.
- Barriers and challenges facing individual children.
- Promoting parental engagement.
- How to use ICTs to support first language use in the curriculum.

Apart from a discussion, are there any other things that can be included in the EAL Clinic model?

In some situations, it may be useful that the EMTAS Specialist Teacher Advisor visits the classroom to observe practice and provision and then advises on appropriate strategies to promote the engagement of children for whom English is an Additional Language. In others, it may be helpful to look at a scheme of work or a lesson plan to identify the language demands and suggest how to plan to support these through the delivery of the mainstream curriculum.



How can the EAL Clinic model benefit a school community?

The benefits of this model include:

- it is bespoke to the child and their classroom environment;
- it can be scheduled to fit in with practitioners' busy schedules;
- booked termly, it breaks EAL training and support into manageable chunks spread across the school year;
- the advice given helps develop practitioner understanding of best practice in relation to EAL from new-to-English to more advanced learners of EAL, all linked to the children with whom they are currently working;
- after each visit, feedback can be given to the EAL Co-Ordinator, giving them an overview of how the EAL clinic model is supporting colleagues to work effectively with their EAL cohorts;
- it can provide evidence of staff training for the EAL Excellence Award.

The clinic model also ensures that all staff have access to the latest EAL research, resources and strategies including ICTs. It allows staff to ask questions pertinent to the needs of the children for whom they are responsible. It builds staff confidence when working with EAL pupils and ensures consistency across the school in terms of practice and provision for children for whom English is an Additional Language.

How else can we promote best practice and provision for learners of EAL at our school?

Schools are actively encouraged to consider participating in the [EAL Excellence Award](#). This is an interactive self-evaluation tool that allows schools to audit and assess their EAL practice and provision and to identify any areas for development. Schools may gain Bronze, Silver or Gold accreditation for their work depending on their submission to the award.

Want to know more?

To find out how to access the clinic model and/or the EAL Excellence Award please contact sarah.c.coles@hants.gov.uk who will put you in touch with the EMTAS Specialist Teacher Advisor for your area.

