



**Thorndown Pre-School**

# **Admission/Induction Procedures for New Arrivals with EAL**

Our aspiration is that Thorndown Primary will be an outstanding school.

We value and respect everyone in our community and work as a team to:

- Provide learning experiences which support and inspire high achievement for all;
- Ensure a caring, safe and welcoming environment;
- Promote co-operative and responsible attitudes to make a positive contribution;
- Actively encourage independence and confidence to thrive in a changing world.

**Approved at Learning & Development committee meeting on 16 January 2020**

**Review Period: Every 3 years**

**Date for next review: Spring 2023**

## **Admission/Induction Procedures for New Arrivals with EAL**

### **On notification of a new arrival we:**

- Brief staff on new arrivals (prior to admission if possible) and advise of any known specific information, such as diet or medical conditions
- Carefully consider class placement, taking account of any other children who speak the same language
- Involve the class in preparation for the new pupil.
- Talk to the class about the new pupil and find out something about the country of origin and language spoken, perhaps learning a few words of greeting. (See [www.newburypark.redbridge.sch.uk](http://www.newburypark.redbridge.sch.uk))

NB: This is not always possible as we often have children arrive at very short notice.

### **Initial gathering of information**

- Office staff collect basic information about the child and family, including prior education and languages spoken (See CREDS admission document) A translation can be provided if needed.
- Information from previous schools is sought where possible.
- We make it clear that the school is proud of its language diversity so that parents are encouraged to tell us about languages they know other than English and how they are used at home.
- We check pronunciation of the pupil's name.

### **Welcoming the family**

On arrival, we ensure that the family is greeted warmly and introduced to key members of staff.

Following arrival, our HLTA (School) or the child's key person (Pre-school) acts as an induction mentor and:

- quickly establishes links with the family. Additional information about the child is collected (See 'All About Me' pack, which is available in most languages) which is shared with all staff working with him/her;
- speaks to parents about their home language and religion and establishes the extent of their own skills in English;
- shares school procedures, eg arrival/home times, lunchtimes arrangements, drinks bottles, uniform and how to buy it;
- establishes whether translation of school letters is required or for communication at meetings;
- liaises with parents regularly (daily if necessary) until the child parents are settled. This happens beginning of school and/ or home time;
- informs parents of any clubs for their nationality in this area (eg, Polish community Club)
- informs parents of any English Language courses to help them.

## **Welcoming the child**

Following arrival, we:

- Establish two buddies to encourage friendships and help new pupils feel safe, secure and welcomed.
- Ensure the assigned buddies are good language and behaviour role models.
- Ensure the child sits with someone at lunchtime (reliable friends). The class teacher and induction mentor monitor the buddy system and other pupil interactions.
- Ensure the classroom has signs in their home language and a visual timetable is displayed. Other visual cues are provided to ensure the child can communicate basic needs.
- Deal promptly and decisively with racist incidents and any other forms of bullying
- Wherever possible in the curriculum or at other times in the school day, provide opportunities to explore linguistic and cultural diversity, e.g. answering the register in different languages, sharing and displaying photos, celebrating festivals
- Ensure children and parents are aware of clubs or any special days at school, eg dressing up days, so they are not left out.
- Accept a silent period as normal for some new arrivals and that copying or watching what others do is an effective strategy for following instructions. We are alert to signs of distress or that a pupil is becoming withdrawn.

## **Establishing and supporting learning needs**

- Baseline assessments are conducted and programmes of work established. Language in Common is used prior to National Curriculum levels being accessed.
- A high priority is placed on developing speaking, phonics, reading and maths skills.
- Deputy Head liaises with CREDS to provide a bilingual assistant to provide support as appropriate.
- If a child speaks no, or little, English, our HLTA spends a lot of time with them initially to help make them feel comfortable at school and build a relationship of trust.
- We communicate with sign language, drawing, Google translator/dictionary in dual language and the talking pen.
- HLTA liaises with parents and sets a small amount of daily homework to build up knowledge and vocabulary. This has proved to be particularly effective if there is someone at home who can help them (sometimes older sibling)
- Pupils are given lots of praise, encouragement, smiles and stickers to promote high self-esteem.
- In the event of any concerns about a child's progress, the Deputy Head liaises with CREDS to provide a First Language Assessment.
- Progress of EAL pupils is reviewed and tracked.

## **Accessing the curriculum**

To support our EAL pupils to access the curriculum we:

- Provide clear structured daily routine, supported by a visual timetable
- Seat pupils where they can see the teacher/whiteboard clearly and are near the front of the class/group

- Use clear visual cues and body language to support understanding of instructions and tasks
- With younger children use lots of action songs, with repeated refrains, and share stories from different cultures
- Provide active learning activities in familiar settings. First hand experiences and collaborative learning opportunities provide the most meaningful contexts for learning language
- Find out about the first language in order to understand typical errors pupils may make in English
- Give pupils opportunities, where possible, to use the home language to access learning
- Provide bilingual dictionaries for children who are literate in their first language.
- Provide key visuals, substitution grids, word banks and speaking and writing frames with repeated structures to scaffold learning
- Use dual language books
- Provide pre-teaching opportunities to help prepare pupils for new learning

For additional information, please refer to CREDS' document: Guidance for schools admitting pupils who are new to English.