



## **SUGGESTED**

### **WELCOMING AND SETTLING NEW ARRIVALS AT ST. JOSEPH'S PRIMARY SCHOOL - Induction procedures for children learning English as an additional language (EAL)**

#### **Context**

For any child, starting a new school can be a traumatic ordeal, but for children with varying competencies in English as an additional language (EAL) and who may have moved from another country and culture, then this can be more so. It may also be the case that this is the first occasion that the child has attended school. On starting school the child may experience a mix of emotions including uncertainty and insecurity. It is important to remember that despite not always fully understanding their environment; the child will be seeking for ways to settle, to feel part of the new class that they have joined and to belong.

#### **The Early stages of learning English: Research**

Research tells us that it can take up to 10 years to become fully fluent and competent in the use of English. Children generally acquire social language within 18 months – 2 years whilst the acquisition of academic language takes much longer.

Children who are new to English often go through a 'silent period' when they first enter an unfamiliar setting. This can last for up to six months or longer. This is not a passive stage. During this time, children will be watching, actively listening, and exploring their environment to understand new experiences and develop new meanings. They will be trying to relate previous knowledge to new contexts and attune their ears to the new language.

It is important that children going through this silent period should not feel pressurised to speak until they feel confident enough to do so. However, it is essential that adults continue to talk to the children and observe their non-verbal responses, to support the child's understanding of meaning, and to involve them in activities; these strategies will help children to internalise the language they hear and to develop a sense of the patterns, meanings and range of language functions in their new, unfamiliar environment.



## Purpose

These induction procedures aim to make the challenge of starting a new school less traumatic for the child who is learning EAL and their parents. It also aims to communicate to the child and their parent(s) from the outset that they are valued members of the school community as well as ensuring that the school fulfils its obligations under the Equalities Act 2010 which requires public bodies (including schools) to 'promote equality of opportunity and good relations between persons of different racial groups.'

As a school, we also believe that by welcoming all children to our school, regardless of background, we show our love for God and share this love with others.

## Explanation of process

This induction procedure is divided into tasks that can be achieved either before or after the child's arrival. However it is accepted that new arrivals can join a class with very little warning and in such cases some of these tasks may take place at a later stage.

It is important to note that new arrivals are likely to have varying levels of competency in English; some may be new to English and/or the UK, while others may be more fluent and may have attended school elsewhere in the Wales/UK. The procedures can be adjusted accordingly.

## Before the pupil has started at the school

Responsible member of staff	Responsibilities are :-
Office staff	-To inform class teacher and EMLAS staff of child's start date, along with the child's name, country of origin and home language
Head teacher / Senior member of staff	-To give parents and child a tour of the school. - To provide a bilingual welcome pack (if available)
Class teacher	-Access information on the child's country of origin, if other than the UK. (Information on some countries may be held centrally in the school). -To speak to the children in their class about the new arrival; their home language and possibly the country that they have come from. -To establish the correct pronunciation of the child's name, if known.



## Once the pupil has started at the school

Responsible member of staff	Responsibilities are :-
Headteacher / designated link person	- To refer the new arrival to the EMLA Service, if appropriate, using the EMLA Service Referral Form.
EMLAS Specialist Teacher and Bilingual Teaching Assistant (if available/appropriate)	-To meet with the child's parents to collect background information which will be recorded in the EMLA service Pupil Achievement Record and made available to the class teacher.
EMLAS Specialist Teacher	<ul style="list-style-type: none"> <li>- To carry out an initial assessment of the child's competency in English and share the outcomes with the class teacher.</li> <li>-To arrange assessment of competency in the home language; where appropriate.</li> <li>-To identify the child's language development needs in collaboration with the class teacher</li> <li>- To provide the child with a bilingual dictionary, if available / appropriate.</li> <li>-To provide the child with picture support cards, if appropriate.</li> <li>- To provide the class teacher with a pictorial timetable for the child to use, where appropriate.</li> <li>-To provide the class teacher with a bilingual list of words and phrases in the child's home language</li> <li>- To work with the class teacher to develop appropriate strategies that can be used in class with the new child.</li> <li>- To either work in collaboration/partnership with the class teacher to provide in-class support for the pupil, or monitor the progress of the child and ensure that ongoing support is given to the class teacher ( according to the whole school support focus).</li> </ul>
EMLAS Bilingual Teaching Assistant	<ul style="list-style-type: none"> <li>-To assess the child's competency in the home language, on request.</li> <li>- To provide bilingual in-class support for the child, if in the early stages of learning English, under the direction of the class teacher or EMLAS Specialist Teacher.</li> <li>- To respond to requests to support home-school links e.g. through acting as an interpreter for meetings with parents and translating brief home-school communications.</li> </ul>



Responsible member of staff	Responsibilities are :-
Class teacher	<ul style="list-style-type: none"> <li>- To introduce the child to the class e.g. through circle time so that the other children can introduce themselves in a non-threatening manner.</li> <li>- To set up a buddy system by identifying one or two sympathetic pupils, with good English, (ideally including one who speaks the same home language as the new arrival) to look after the child, especially at dinner and playtimes, during their first few days.</li> <li>- To ensure that the child is grouped with intellectual peers and good behaviour and language role models in class,</li> <li>- To ensure the child can access the curriculum by providing lots of concrete and visual support, e.g. picture help card / pictures, objects, DVDs, role play, non-verbal gestures and facial expressions etc.</li> <li>- To value the child's ethnic, linguistic, cultural and religious diversity through classroom displays, resources and curriculum materials.</li> <li>- To encourage the child to write in their home language (if literate) and include this in displays in class.</li> <li>- To set up a home-school links book where the child can take key vocabulary home to learn with the parents (on request, EMLAS Bilingual Teaching Assistants, if available, can assist with translating/interpreting messages home).</li> <li>- To work in collaboration/partnership with the EMLAS Specialist Teacher over identifying and meeting the child's language development needs.</li> </ul>

Further information on appropriate support strategies for new arrivals and other pupils who are learning EAL is available from the EMLAS Specialist Teacher on request.

