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Heron Hill Primary School

## **POLICY FOR INDUCTION OF NEW ARRIVALS WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

### **Principles**

- 'New arrivals' refers to international migrants and internal migrants who have English as an additional language.
- New arrivals need additional support educationally, emotionally and socially.
- Parents may need help to access information about the school curriculum and the processes of learning.

### **Aims**

- To provide new arrivals with a safe, welcoming environment where they are accepted, valued and encouraged to participate.
- To provide accurate information about the new arrival's background and educational experience.
- To ensure that parents understand the educational system.
- To develop strategies to encourage new arrivals to feel included and make progress.

### **Roles and Responsibilities**

- All staff have a responsibility to welcome and support new arrivals, to identify and remove barriers.
- The SENCO is responsible for monitoring new arrivals.
- The Local Authority offers advice and guidance in meeting the needs of new arrivals.

### **Admission**

- A meeting with parents is arranged to gather information (Parental Interview/Information Form is used, see appendix 1) and to give introductory information eg uniform, school day, prospectus, free school meals application if appropriate.
- An interpreter is invited (wherever possible) if parents do not speak English.
- Parents and new arrivals are given a school tour and meet the relevant class/es.
- Information is shared with school staff.
- A buddy system is put in place.

### **Assessment and Learning**

- The English as an Additional Language (EAL) Language Record is used to assess and record early stages of English acquisition.
- It is recognised that an inclusive and supportive environment is more effective than formal language teaching.

- It is common for new arrivals to be silent for up to one year and this is important to the learning process. Written English can take several years and may take seven years to become fully developed.
- Parents are encouraged to speak with their child in their home language to develop home language vocabulary which will eventually be transferred.

### **Family Links**

- Parents will be made to feel welcome, helped to understand school systems and encouraged to play an active role in school life.
- Consideration will be given to parents' level of English in all communications with home. Where necessary, translated letters and documents will be provided.

### **Monitoring and Evaluation**

- Progress will be monitored through the school system of Pupil Progress Meetings.
- The SENCO will have an overview of the new arrival.
- Parents will be supported at parents' evenings, if needed.
- The new arrival's views will be sought.

### **Success Criteria**

#### **By the end of Week 1 we aim to ensure the new arrival to be:**

- Relaxed and happy
- Beginning to follow some of the conventions and routines of the classroom
- Familiar with arrangement for school meal times
- Familiar with the location of cloakrooms and toilets
- Beginning to interact socially with class peers

#### **By the end of Week 3 new arrival to:**

- Come to school happy and be relaxed and content in class
- Be familiar with key parts of the school eg hall, ICT suite
- Be able to follow daily class routine and settle to tasks
- Initiate contact with a teacher or teaching assistant
- Play/socialise with others in the playground

#### **By the end of the first term new arrival to:**

- Be relaxed and happy and interact positively with other children
- Participate in group and class activities at an appropriate level
- Be confident in small group situations
- Show interest and motivation in learning
- Have demonstrated some identifiable progress in English Language acquisition

Appendices 2-5 are for the use of staff who have new arrivals in their class.

Appendix 1

**Parent Interview/Information Form**

**Child Details**

Child's name	
Name used at home	
Name to be used in school	
Date of birth	Place of birth
Date of arrival in UK	Date of arrival in this school
Address and contact number	
Left/right handed	Wears glasses/hearing aid?
Health concerns/medication?	

**Education details**

Previous education in the UK
Length of time of previous UK education
Name of previous school
Previous education abroad
Can the child read or write in a language other than English?
Does the child attend community/language classes?

## Family Details

Father's name
Mother's name
Carer's name
Siblings: names and ages
Who does the child live with?
Languages spoken at home
Languages spoken by the family
What is the most useful language for the family?
Parental concerns
Religious practice/belief
Religious festivals observed
Dietary practices

**Other considerations to note during the interview** (not direct questions)

Parents' level of English
Parents' understanding of the English education system
Refugee/asylum seekers
No other families sharing their language and background in the catchment area
Part of an ethnic minority community/group
Other relative/friends able to support the child
Living isolated from school friends or other family
Experiencing racism

## Appendix 2

### Early Stage Word and Sentence Level Language Development

Functions	Sentence Patterns
Identifying objects	What's this? It's a ... What are these? They're ..... Is this a ...? Yes it is/No it isn't. Are these ...? Yes they are/No they aren't.
Asking for things	Can I have a ... please?
Identifying actions	What are you doing? I'm .....ing. What is she/he doing? S/he's .....ing. Are you ....? Yes I am/No I'm not. Is s/he .....ing? Yes s/he is/No s/he isn't etc.
Locating objects	Where's the/my/your ....? It's here/there. It's on/in/under/beside/etc.
Describing problems	What's the matter? I've hurt/lost/broken .... My ..... hurts/is broken/is missing/etc.
Expressing likes/dislikes	Do you like ....? Yes I do/No I don't because .....
Expressing possession	That's mine/his/her/ours/etc. I've got a .... Have you got a ....? Yes I have/No I haven't.
Describing objects	What colour is this ...? It's red/blue/etc How big/long/wide is this ....? It's .... cm long/wide. They're the same/different. What's it made of? It's made of wood/paper/etc.
Counting	How many ... are there? There is/are ... 1/2/3/etc. A lot/many/some/a few/etc.
Describing ability	I can .... Can you ....? Yes I can/No I can't
Reporting and narrating	I went/saw/player/etc. Did you go/see/play/etc.? Yes I did/No I didn't. Yesterday, last week
Describing lifestyles and regular events	What does a chemist/bus driver/etc. Do? S/He ..... What do you do after school? Etc.
Predicting the future	I'm going to be an astronaut/film star/zoo keeper/etc. We will look at that tomorrow. I'm holding a party on Sunday. Etc.
Referring to the past and present	I've hurt/broken/lost my .... Has s/he gone/seen/written/etc.
Expressing obligation	You must/mustn't/have to/ought to/should .....

Key points for teaching staff working with pupils who are learning English as an additional language (EAL)

Bilingualism is a great advantage. Bilingual pupils with good literacy development in both languages score better on IQ tests than monolingual children.

It may take up to 7 years to develop proficiency in academic language. Be patient!

EAL pupils need cognitive challenges – just because English isn't their first language doesn't mean they are not intelligent!

An EAL pupil might be quiet for up to a year once they have arrived in school in the UK. Don't worry this is called a silent period and is normal.



Support first languages and English through dual language books, tapes, CDs and educational software in the pupils' first languages. Use bilingual dictionaries for older pupils who are literate in their first language.

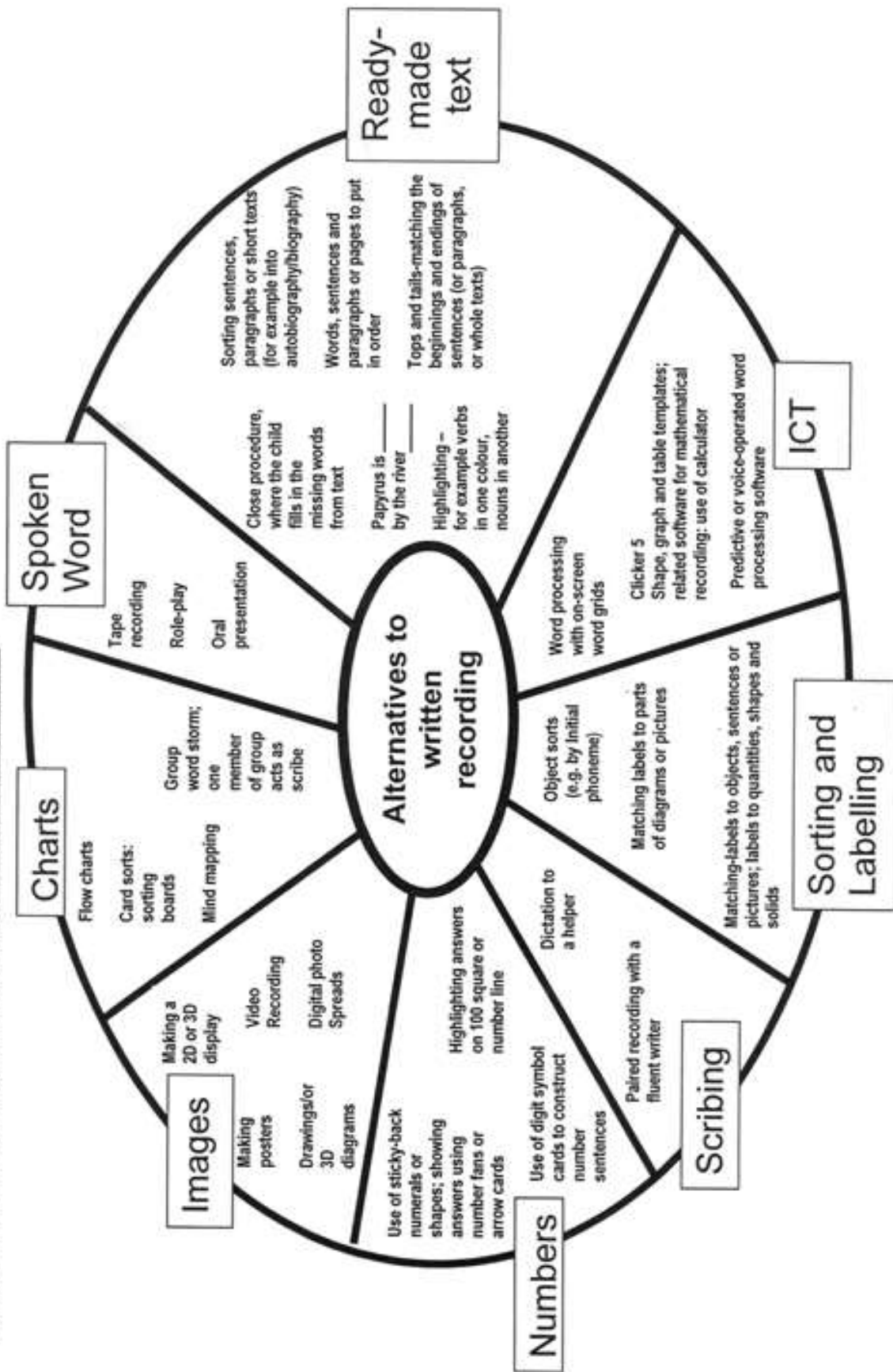
Please encourage parents to continue to speak to their child in their first language at home.

Use visuals (pictures, objects etc.) to help EAL pupils connect meaning to language. Use gestures, actions, expressions and inflection to support understanding in English.

Have classroom signs written in pupils' first languages as well as English.

Merci                      Dor je                      Xie xie                      Dziękuję  
Thank you 多謝                      Gracias                      شكرا                      Tak

Adapted From The National Literacy and Numeracy Strategies



Adapted from Primary National Strategies



