

New Arrivals Support Pack

The National Strategy New Arrivals Excellence document contains DCSF national advice for working with new arrivals and is essential reading on this subject. These support materials should be used in conjunction with this document.

Ref: National Strategies

- **New Arrivals Excellence Programme 00650- 2007 BK-EN**

It takes on average five to seven years to become fully competent in a second language, although individuals will vary in the speed with which they acquire this competence. Fluency in spoken English is usually achieved within two years but the ability to read and understand more complex text containing unfamiliar cultural references and write the academic language needed for success in examination takes much longer.

(Taken from Inspecting subjects 3-11: English as an Additional Language Ofsted 2000)

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Planning for arrival

It is important to provide a welcoming environment to avoid pupil anxiety. Where possible the admission date should be agreed in advance and discussions held with the prospective class teacher/tutor in order to ensure a planned induction for the new pupil. It is also important that all other relevant school staff should also be informed (e.g. office staff, subject teachers, teaching assistants etc) and a consistent welcoming ethos agreed.

Prior to start date

- Arrange for the pupil and parents/carers to visit the school and meet the class teacher/tutor (where ever possible). For advice about use of interpreters the following links may be useful:-

- <http://www.cumbria.gov.uk/equalities/language/default.asp>
- Applied language solutions, telephone interpretation service (this incurs a charge)

Contact Allyson Carty for further information and advice – or Cumbria Multicultural Service
01229 894401

Allyson Carty

Partnership Development and Participation Officer
Cumbria County Council
Children's Services
Blencathra House
P O Box 10
WHITEHAVEN
CA28 0BN

Blackberry: 07554438474

email: allyson.carty@cumbria.gov.uk

- The initial meeting will be an opportunity to gather helpful information about the child and family. The Parental interview/information form in the pack may be a useful tool.
- Provide the pupil and family with a list of school equipment and requirements e.g. P.E. kit. (using visual examples would be helpful)
- Provide a copy of the time table, again visual representation may be useful.
www.sparklebox.co.uk
www.communication4all.co.uk
www.tesconnect.co.uk
- Staff and pupils could learn a greeting.
www.newburypark.redbridge.sch.co.uk/languageofmonth/
- masteranylanguage.com
- Have home language signs in the classroom and around the school
- Chose buddies and discuss their role with them.
- Use Young Interpreters (For training contact the Equalities Learning Officer for EAL)
- Ask the class to produce a welcome poster

The first day

- Introduce buddies and present welcome poster
- Group with pupils who can provide the best role models for behaviour and learning English
- Ensure the pupil is familiar with the school layout, including entrance and exit points.

English as an Additional Language

Parental 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 at this school
Address and contact number	
Left/right handed	Wears glasses/Hearing aid?
Health concerns/medication?	

Education details

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

A Draft Policy for the Induction of New Arrivals

Principles

- All pupils are entitled to education and access to a broad and balanced curriculum
- Pupils learn best when they feel secure and valued, whatever their home language, culture or religion
- Newly arrived pupils, particularly those who arrive outside normal admission times, need additional support both educationally, emotionally and socially
- The school has a duty to promote race equality in line with the requirements of the Race Relations Amendment Act (2000)
- Parents need help to access information about the school curriculum and processes of learning

This policy focuses primarily on meeting the needs of pupils who have arrived in school as a result of international migration. However, it may be more widely applicable to a number of groups who arrive in school outside standard admission times.

New arrivals may be described as:

- International migrants - including refugees, asylum seekers and economic migrants from overseas
- Internal migrants - including pupils joining the school who have English as an Additional Language
- Traveller pupils

Aims

- to provide newly arrived pupils with a safe welcoming environment where they are accepted, valued and encouraged to participate
- to gather accurate information about pupils' background and educational experiences
- to ensure that the knowledge, experience and skills that they bring are acknowledged and seen as an asset to build upon
- to ensure that parents understand the educational system
- to develop strategies to encourage new pupils to be included as part of the school
- to ensure that pupils can see their languages, cultures and identity reflected in the classrooms and the wider school
- to raise the attainment of newly arrived pupils

Roles and responsibilities

All staff :

Teachers, teaching assistants, governors and support staff all have a responsibility to welcome and support new arrivals, to identify and remove barriers. Senior leaders are responsible for ensuring attainment is monitored and tracked.

Inclusion manager / Co-ordinator for minority ethnic pupils:

Is responsible for co-ordinating, monitoring and maintaining an overview of newly arrived pupils. Carrying out initial assessments (QCA scales) and monitoring progress.

Class teacher / Tutor / Head of Year

Is responsible for pastoral and academic needs and ensuring that the curriculum is delivered to meet newly arrived pupil's level of English, school experience and cognitive ability.

Teaching Assistants:

Teaching assistant who work with newly arrived pupils may give limited 1-1 support through the school.

Lunchtime Supervisors:

Lunchtime supervisors have an important role in ensuring newly arrived pupils' needs are met during the lunch break.

Local Authority:

The Equalities Learning Officer for English as an Additional Language can offer advice, support and/or training for the following. (Accessed via referral using the Single Referral Form),

- Training/guidance for schools with little or no experience of including bilingual learners
- Advice and support when a pupil fails to make progress despite appropriate school practice for 6 months
- Advice and support for more experienced EAL learners who are not making expected progress.
- EAL learner with recognised or suspected Special Educational Needs

Admission

The school will:

- Arrange a meeting with parents/carers to gather a range of information (see parental interview form as a guide)
- Ensure that there are examples of home language and signs are on display
- Invite an interpreter to attend if parents/carers do not speak English. Contact allyson.carty@cumbria.gov.uk
- Ask parents/carers to bring in any reports and examples of work from the pupil's previous school.
- Give introductory information to parents/carers about the school including:
 - Information about the school
 - A plan of the school
 - An outline of the school day, start/end times, breaks, lunch etc.
 - The homework system
 - Calendar of term dates
 - Pastoral and academic contacts
 - Uniform and dress requirements with a labelled diagram and list of suppliers
 - Lunch time arrangements including sample menu and information about free school meals as necessary

(All of the above should be as visual as possible and translated if possible)

- Share pupil's background details with school staff
- Establish a buddy system
- Ensure that pupils are placed in the appropriate cognitive/academic group where they are cognitively challenged and have access to good models of English
- Talk to the class about the new pupil's country of origin. Help other pupil's to understand that the new pupil has their own language but needs help learning English
- Consider having a welcome display in pupils' language including pictures and information of their home country.

Assessment and Learning

- The school will use the EAL Language Record Qualifications and Curriculum Authority (QCA). A Language in Common extended scales for EAL pupils to track and assess pupils in the early stages of English acquisition (see appendix in New Arrivals Welcome pack)
- This information should be available to demonstrate rate of progress if referral is made to the Equalities Learning Officer for English as an Additional Language
- The school recognises
 - that the provision of an inclusive and supportive environment is more effective than formal language teaching for the rapid progress of pupils new to English
 - that it is common for pupils to be silent for up to one year and that this is important to the learning process.
 - that the pupil can use previous experience to relate to new context and support new concepts.
 - that understanding and using academic language and written English can take several years. It may take seven years for this to become fully developed.
 - that pupils should be encouraged to use their home language where possible and those literate in their first language will be encouraged to use it where appropriate.

Family and Communication links

- The school's commitment to Every Child Matters and to Community Cohesion means it recognises its responsibility to include new arrivals' families in all aspects of school life.
- Parents/carers will be made to feel welcome and encouraged to have a positive role to play in school life
- Consideration will be given to the parents/carers' level of English in all communications with the home.
- The school will ensure that parents/carers are kept fully informed of the pupil's progress

Monitoring and Evaluation

- The newly arrived pupil's progress will be closely monitored by the EAL co-ordinator and class teacher/Year tutor using the English as an Additional Language Record (QCA extended scales) and normal school assessment procedures
- Monitoring will include consideration of the pupil's well-being
- Parents/carers will be supported at review meetings and parents evenings
- The newly arrived pupil's views will be sought, where appropriate, to inform school evaluation.

Date adopted **Date for Review**

Adapted from 'A Model Policy for the Inclusion of New Arrivals' EMA Service, Dorset County Council

Procedure for admissions of new arrivals

Pre-Admission

1. Parents/carers complete admissions form
2. Interview arranged with parents/carers. (date and time of interview written down for parents/carers)
3. Interpreter arranged if needed
4. Welcome pack and interview materials prepared

Pre-Admission Interview

1. Interviews to be carried out by appropriate (named) member of senior management team
2. Parents have a brief tour of the school
3. Child/family information recorded on the parental interview form and recorded by school
4. Family provided with school Welcome pack
5. Free school meals application form completed if appropriate
6. Parents/carers informed of the start date for the pupil

Between Interview and admission day

1. Admission information given to school office staff
2. Admission form copied for class teacher and inclusion staff
3. Induction/welcome strategies planned by class teacher and class
4. Class 'friends' and 'buddies' appointed to welcome and support new arrival
5. Admission of Y10 and 11. Staff may consider a discussion with the Equalities Learning Officer for English as an Additional Language concerning appropriateness of placing a pupil in a previous year group or reducing the timetable.
6. Inclusion manager plans for assessment, support and review of provision and ensures information is circulated around school

Day of admission

1. Child/parents/carers welcomed by class teacher/tutor and buddy
2. Office staff actions school roll entry
3. Office staff sends for previous school records.

Adapted from 'A Model Policy for the Inclusion of New Arrivals' EMA Service, Dorset County Council

Success Criteria

By end of week 1

Pupils to be:

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

By the end of week 3

Pupil to:

- Come to school happy
- Be relaxed and happy in class
- Be familiar with the layout of the school
- Able to follow daily class routines
- Initiate contact with a teacher or teaching assistant
- Settling to tasks in the classroom
- Playing/socialising with others in the playground

End of first term

Pupil to:

- Be relaxed and happy
- Participate in group and class activities at an appropriate level
- Interact positively with other children
- Be confident in small group situations
- Able to work/play without constant adult supervision
- Show interest and motivation in learning
- Have demonstrated some identifiable progress in English language acquisition if an EAL beginner.

Adapted from 'A Model Policy for the Inclusion of New Arrivals' EMA Service, Dorset County Council

National Strategy – Excellence and Enjoyment

Co-ordinating the provision for children learning EAL

The EAL co-ordinator will play a leading role, as part of the school's distributed leadership team, in establishing EAL policy and practice and in developing priorities to raise standards and accelerate progress for children learning English as an additional language across the school.

Leadership and management role

- Working with the leadership team to monitor problems for all children for whom English is an additional language.
- Data collection, interpretation and analysis in order to know about their standards and progress of children from different ethnic groups and those learning English as an additional language.
- Using data to inform priorities for action designed to raise standards and address gaps in achievement including by:
 - Working with the leadership team to ensure that ambitious attainment targets are set for bilingual learners.
 - Working with colleagues in the leadership team to develop a Rapid Action Plan (RAP) which sets out focused time-limited priorities for evaluation (this should be within the school's Race Equality Plan and link to priorities in the School Improvement Plan)
- Advising on specific provision for underachieving children learning EAL – targeting resources and design of interventions, etc
- Working with the leadership team to evaluate the impact of provision.
- Advising CPD for all staff relevant to the needs of children learning EAL in order to ensure that whole-school responsibility is taken for supporting the needs of children learning EAL.
- Keeping up to date with current developments in EAL pedagogy and practice
- Meeting the needs of children newly arrived from overseas including:
 - Liaising with parents, carers and families to develop profiles which inform the development of strategies to meet children's social, emotional language and learning needs.
 - Using a range of assessments to inform planning.
 - Advising colleagues on ways to include children in mainstream curriculum as soon as possible.

Learning and Teaching role

- Working with other curriculum co-ordinators to use a range of quantitative and qualitative data to identify specific aspects of language development which require focused work.
- Planning and teaching with colleagues in order to develop expertise in meeting the language and learning needs of bilingual children including developing colleagues' knowledge and ability to:
 - Identify language demands and language development opportunities in planning.
 - Ensure learning builds on children's previous experience.
 - Use bilingual strategies
 - Use a range of strategies for scaffolding language and learning
 - Provide opportunities for speaking and listening to a range of purposes and audiences across the curriculum
 - Use a range of a day-to-day assessment strategies to assess progress and identify next steps for EAL learners
- Supporting the adaption of intervention programmes as appropriate to meet the needs of bilingual learners.
- Supporting colleagues in planning to meet any gaps in learning when children return from extended visits to heritage countries.
- Modelling promoting values, attitudes and behaviour supportive of race equality.

Curriculum development role

Supporting the design and delivery of a culturally inclusive curriculum and the development of a whole-school ethos and environment which reflects the ethnic, linguistic, cultural and religious diversity of the school and promotes a sense of belonging by:

- Working alongside other co-ordinators to ensure that:
 - Choices are made from the programmes of study which reflect and value the diversity of the school.
 - Schemes of work and medium and short-term plans reflect the diversity of school and local communities.
 - Opportunities are found across the curriculum to emphasise the achievements of people from diverse backgrounds, teach about global issues, human rights, bias, prejudice, racism and stereotyping.
- Working with colleagues to develop appropriate resources.
- Advising on purchase of materials for use across the curriculum and in displays
- Supporting colleagues to develop their knowledge of linguistic, cultural and religious backgrounds of children and their families and the social and political factors which affect their lives.

Partnership role

Work with parents, carers, families and communities to develop ongoing partnerships by:

- Advising the school on ways to make sure that parents and carers from diverse cultural, linguistic and religious backgrounds feel welcome and respected, and to ensure effective two-way communication.
- Devising and enacting strategies to ensure that parents and carers understand the school's approach to learning and teaching and can participate as key partners.
- Providing children with learning activities and ideas, including use of e-mail and the internet, when they go on extended visits to heritage countries, and working with subject coordinators to make sure that these experiences are incorporated into the curriculum on the pupils' return.
- Supporting the development of links with supplementary and community schools.
- Ensuring that parents and carers from minority communities know that the first language has a significant and continuing role in their child's learning, that the school values bilingualism and considers it to be an advantage.

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

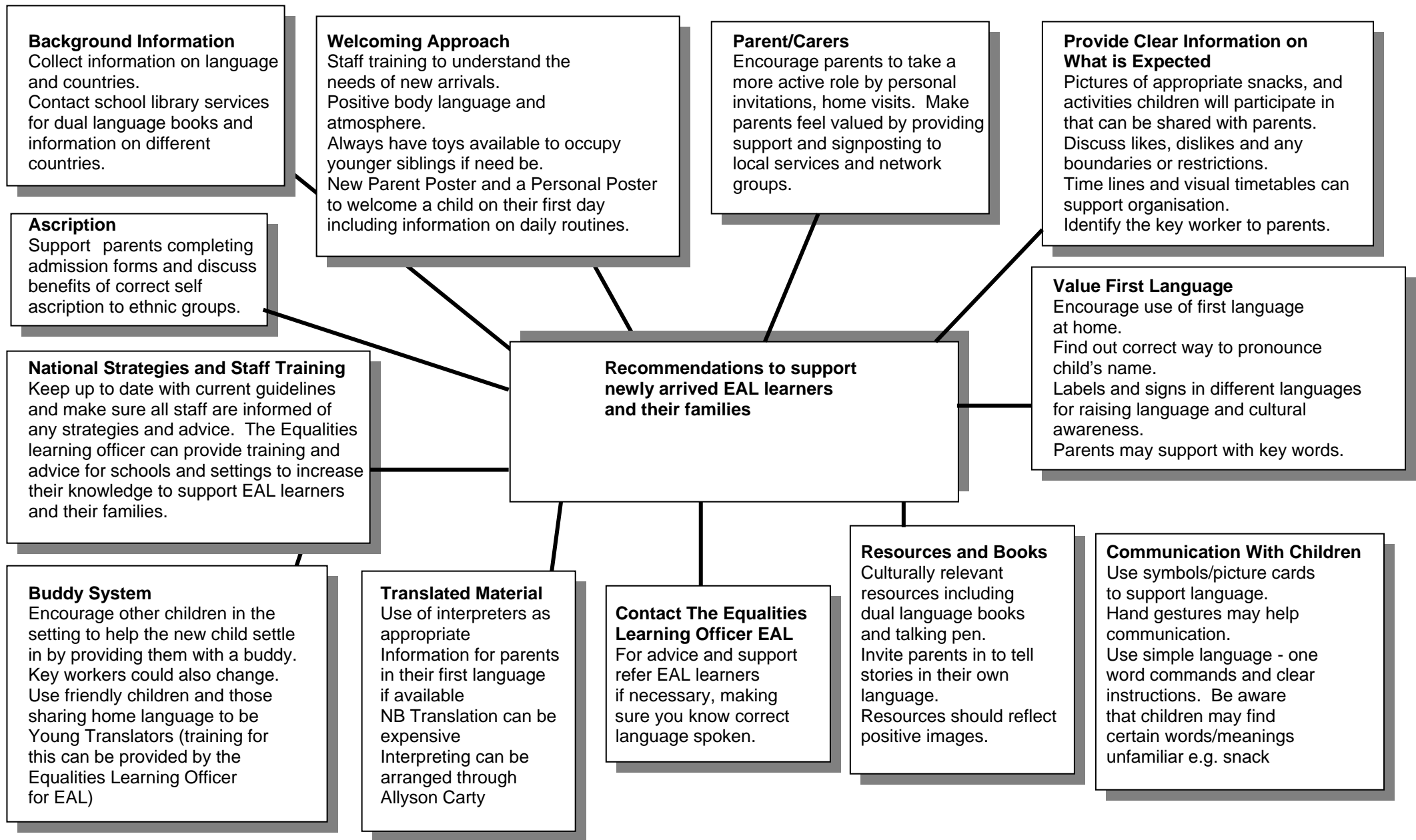
Gracias

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Tak

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'ming. What is she/he doing? S/he's ...ing. Are you? Yes I am/No I'm not. Is s/heing? 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



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