

Welcoming Newly Arrived Bilingual Pupils

**A Support
Pack for school
development Key
Stage 1 and Key
Stage 2**



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Introduction New Arrivals Support Pack

Senior managers will find information on whole school development here
<https://ealresources.bell-foundation.org.uk/>

Practitioners will find useful information and resources information on the Bell Foundation EAL NEXUS website <https://ealresources.bell-foundation.org.uk/school-leaders/school-self-evaluation>

The Peterborough Handbook is also very useful <https://www.theealacademy.co.uk/services/resources/>

The NASSEA website and the NASSEA revised assessment framework, and resources are recommended
<http://www.nassea.org.uk/>

There is a new EAL assessment tracker which allows you to record and analyse NASSEA EAL assessment data for whole class. It will automatically create graphs from the inputted data which enables you to see the progress data and the range of language levels in the class as well a specific aspects of language development which are needing more focused teaching.

The resource, Moving from Induction to NASSEA Step 4 in Key stage I, provides additional guidance and suggestions for one-to-one or small group sessions and outlines additional useful resources for new EAL learners

Although now archived, The National Strategy New Arrivals Excellence document contains DCSF national advice for working with new arrivals and is still useful reading on this subject.

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 examinations takes much longer.

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

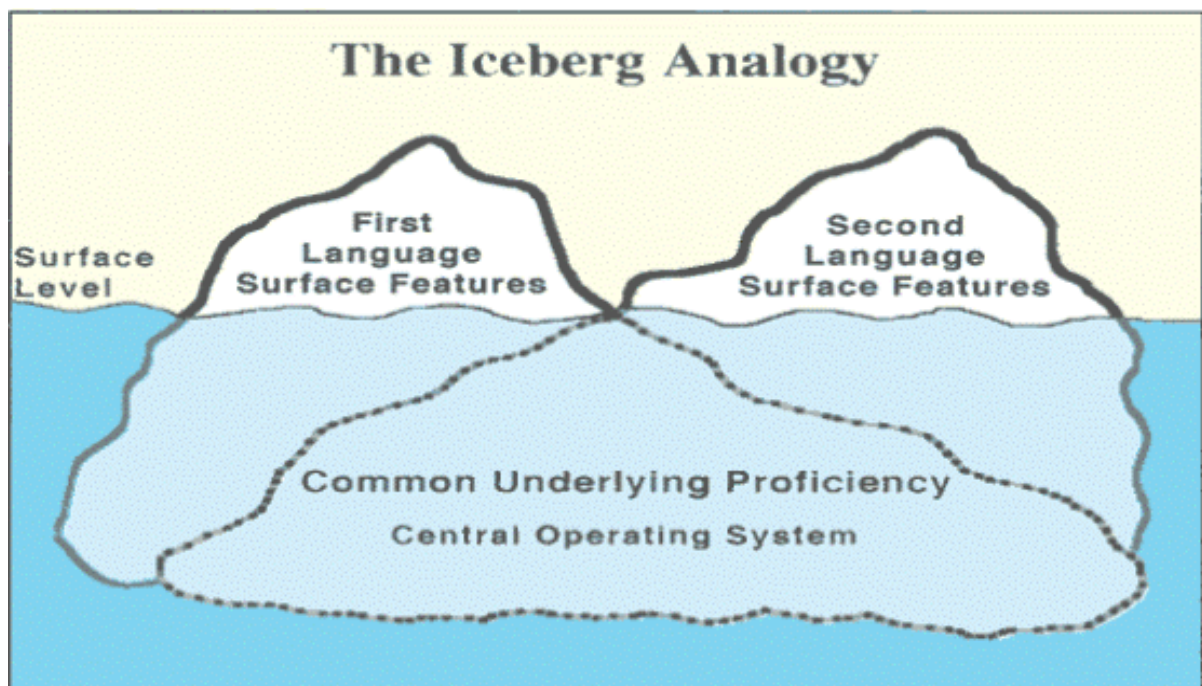
Developing English as an additional language

What the research tells us.

There are two main ways which children become bilingual:

1. Simultaneous bilingualism where a child is exposed to two languages from birth or in the first 3 years of life. For example, where one parent is an English speaker and the other German and a child hears and begins to use these languages at home.
 2. Successive bilingualism where a child starts off hearing and learning one language then starts learning another. For example, a child who hears and uses Bengali or Polish at home then joins a pre-school setting in Cumbria and starts to hear and use English.
- Learning more than one language does not confuse children or delay speech and language development. Speaking more than one language is very common, in fact 70% of the world speaks two or more languages.

Jim Cummins, a Canadian educationalist and researcher has done extensive research into how children learn languages. The diagram below demonstrates how, like an iceberg which has a large percentage hidden beneath the water, children have what is called **common underlying language proficiency**. Children's first, second, third or fourth languages can develop from this rather like the peaks of an iceberg emerging from the water. Each language will have a different word order, pronunciation and vocabulary or **surface features**.



Parents and carers should be encouraged to continue to use home languages, read stories and sing songs and rhymes in home languages, as well as using home languages to discuss what their children have been doing at school. Children learning English as an Additional Language should have opportunities to hear and use their home languages in the school for example taking notes when new to English and reading dual language texts

research shows that it is extremely important for children to continue hearing, using and developing their home languages once they start learning English. Not only will this help them to learn English more quickly, it has cognitive benefits as well because children can use both languages to develop and reinforce concepts.

Cummins' research distinguishes between **additive bilingualism** (where children's first language/s are used and developed and the child's culture is valued while the second language is being learned) and **subtractive bilingualism** where children start to learn a second language but the first language and culture are not used and valued so they fade away as a consequence. Cummins (1994) quotes research which suggests children who are encouraged to use and develop their home languages achieve more highly than those whose first language and culture are not used and valued.

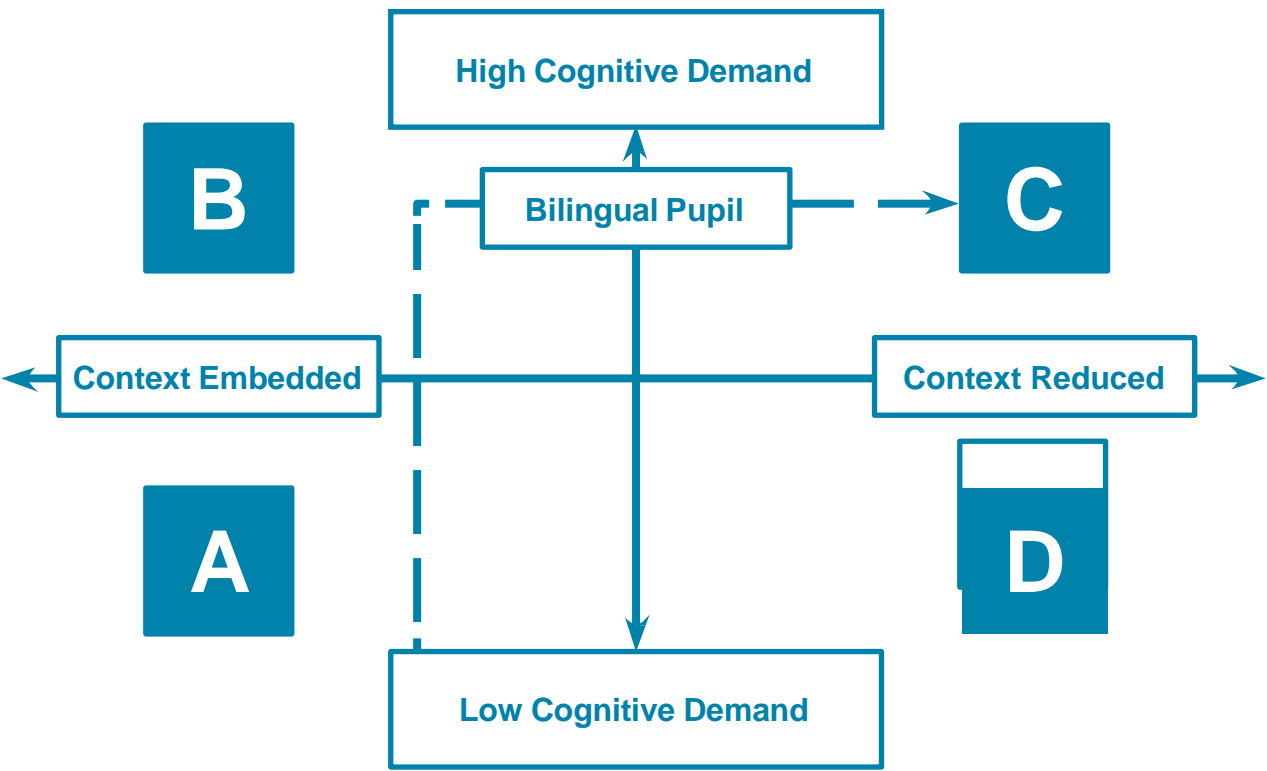
Research by Thomas and Collier also shows that the longer children use and develop their home languages the better their achievement will be in the long-term.

Cummins also makes the distinction between the social English children learn quickly which he calls Basic Interpersonal Communicative Skills (B.I.C.S.) and Cognitive and Academic language proficiency (C.A.L.P.) Children develop conversational skills first, in face to face situations where they can hear and use language in context with lots of visual clues to meaning. Children will become fluent in this social use of English in less than two years. However, it will take much longer (at least five or more years) to develop the cognitive and academic language that they need reach their full academic potential in school. Children will need extra support to help them develop this language.

Jim Cummins also developed a useful diagram known as the Cummins quadrant. (see diagram on page 3) This can be used to help practitioners identify the language demands a classroom activity places on EAL learners and the level of Contextual support needed.

Contextual support includes: opportunities to build on previous experience; teacher modelling; use of visual props; hands on learning; visual props to help children understand meaning key visuals such as diagrams and time lines; opportunities to work collaboratively in mixed ability groups to use first language; most crucially, opportunities to listen and speak in a wide range of situations across all areas of the curriculum.

Learners will need to move from quadrant A to quadrant B and then to quadrant C. Tasks in quadrant D, are not cognitively demanding and do not have a supportive context, so do not have much learning potential.



Code switching

A child is known as a simultaneous bilingual if s/he child grows up from birth in a family where more than one language is spoken in the home from birth. Children as young as two can know which language to speak to whom and can be very surprised that some people only speak one language! Code switching (changing languages in the same sentence or utterance) is very common in bilingual speakers even in adulthood. Young bilingual learners often mix their language using words or phrases from both or all of their languages in a single utterance which can be confusing for those of us with only one language.

Try and find out as much as you can about the child’s language use and whether there are any concerns about speech and language development in the home language.

Encourage the parents/carers to continue to use home languages at home as this is important for the development of English. Also English is best learned from fluent speakers with a wide vocabulary so the young learner will hear the correct accent and grammar modelled.

SEND/TEACHING SUPPORT TEAM

The importance of home languages

It is really important to keep using home languages at school and at home.

“Bilingualism is an asset and the first or home language has a continuing and significant role in identity, learning and the acquisition of additional languages.”

“Children need to develop strong foundations in the language that is dominant in the home, where most children spend most of their time. Home language skills are transferable to new languages and strengthen children’s understanding of language use.”

“Developing and maintaining a home language as the foundation for knowledge about language will support the development of English and should be encouraged, Insistence on an English-only approach to language learning in the home is likely to result in a fragmented development where the child is denied the opportunity to develop proficiency in either language. The best outcome is for children and their families to have the opportunity to become truly bilingual with all the advantages this can bring.”



Primary National Strategy 2007

1. Home languages make the curriculum more accessible for pupils new to English

Newly arrived pupils may initially have very little knowledge of English language and encouraging them to use their home language may be a very useful strategy for ensuring that they participate in some way in school activities. Older pupils may have literacy skills in their home language and can therefore use it for writing, whilst they develop English Literacy skills, or they can read a book at an appropriate level in their home language in a quiet reading session for example.

2. What is learned in one language is easily transferred to another language

If pupils have previous educational experience then they may already have been taught about topics being covered at school. Even without previous educational experiences some concepts will be familiar to them.

If pupils with EAL already understand a particular curriculum concept, they may simply need to transfer the understanding into the new language. Being able to express knowledge in their home language, even if it is just telling someone else the name of an object or concept, will help to give pupils a ‘hook’ on which to hang their new learning.

Be aware that due to an interrupted education, different school starting ages and other factors a pupil may be acquiring literacy for the first time through the medium of English.

Supporting children's home language enhances their cognitive and language development

Research shows that bilingual or multilingual pupils perform better than their monolingual peers, so encouraging the continuation of home language use for EAL pupils will support their academic achievement.

1. There is a positive effect on learner's identity, self – concept and self- esteem which increases their chances of successful learning

If home languages are valued and celebrated within the school environment then this sends a powerful message to pupils about their identity. If they feel that their previous experiences of life and learning are not valued within school then this will only hinder their language acquisition. Valuing pupils' home languages will increase their chances of successful learning.

2. Children need to hear their parents or carers speaking their home language

Children will gain a much richer experience of language from a parent or carer speaking their home language than if they are hearing an adult tentatively trying to use English. Parents should be encouraged to keep using the language which is most natural to them with their children. Discussing what they have done at school in their home language will also help consolidate and reinforce learning.

Leaflets on the importance of home languages and the benefits of bilingualism can be created by using the information on the following link and the drop down language menu to translate the English information into home languages

EAL NEXUS: <https://ealresources.bell-foundation.org.uk/parents/speaking-your-home-language>

3. Encouraging use of home languages will be a positive experience for other pupils.

Children generally find language learning easier than adults and opportunities to learn some of another pupil's home language will be a positive experience for all. It will enhance their understanding of how languages function and begin to equip them with a new and valuable skill, in addition to helping them to empathise with the new arrival in their classroom.

A useful site for finding about home languages and introducing them in your setting is

<http://www.newburyparkschool.net/langofmonth/>

It has free interactive resources which will allow you to bring home languages into your Primary school setting.

The video clips show children introducing their home languages and includes key words such as hello and goodbye, yes, no , useful phrases and questions, numbers 1-12



4. Time spent on the home language will not damage the development of proficiency in English

Pupils will not be delayed in their English language development if they are encouraged to use their home language. Research shows that continuing to use home languages alongside their new language acquisition will make the process of learning English faster and easier.

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

- The initial meeting will be an opportunity to gather helpful information about the children and family. The parental interview form in this pack may be used to gather this information.
- Arrange for the pupil and parents/carers to visit the school and meet the class teacher/tutor (where ever possible). Provide the pupil and family with a list of school equipment and requirements e.g. P.E. kit. (using visual examples would be helpful)
- Clear visual signage
<https://www.widgit.com/products/widgit-online/dual-language.htm>
- Provide a copy of the time table, again visual representation may be useful. www.sparklebox.co.uk
www.communication4all.co.uk
 - story packs and visual support for inclusion suitable for Early Years and Primary
www.tesconnect.co.uk
- Staff and pupils could learn a greeting in the pupil's home language
<http://www.newburyparkschool.net/langofmonth/>
- www.masteranylanguage.com
- <https://www.widgit.com/products/widgit-online/dual-language.htm>
- Have home language signs in the classroom and around the school
- Choose buddies and discuss their role with them. The Hampshire Young interpreters programme is used successfully in several schools in Cumbria.
<http://www3.hants.gov.uk/education/emtas-2/goodpractice-2/hyis.htm>
For further information contact the Specialist Advisory Teacher for EAL.

***Schools will need to purchase their own copy of the materials to use the scheme in school.**

The first day

Ask the class to produce a welcome poster

- Introduce buddies and Young Interpreters if the scheme is used in school 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.
- https://www.widgit.com/resources/curriculum/school-environment/cfe_pack/
the communication friendly environment pack (CFE) in able schools to create an inclusive environment. The pack contains a variety of symbolised resources to enhance communication within the school environment.
- Provide pupil with dual language vocabulary for asking for help if appropriate and available
- Have class visual timetable primary
- Provide pupil with communication fans for toilet etc.

Language Map

	Parent 1	Parent 2	Grandparents	Siblings	Others
Name					
Language spoken					
Language written					
Time pupil spends with this person					
If person speaks more than one language, when is each language spoken?					
Language used for watching TV					
Language used for reading					

Key Words

[illegible]

Information for enrolment (example 1)

Name of child:

Date of birth:

Father's country of origin:

Mother's country of origin:

Where was your child born?:

How long have you been in the UK?:

What language/s do you speak to your child?

Do you speak any other languages?

What language/s does your child speak?

Does your child enjoy sharing books?

Do you belong to a religious group?

Is there any food your child is not allowed to eat?

Does your child have any health problems?

- 1. Asthma
- 2. Allergies
- 3. Epilepsy
- 4. Doesn't see very well? Do they wear glasses?
- 5. Doesn't hear very well?
- 6. Doesn't sleep very well?
- 7. Doesn't speak very well?
- 8. Any other?

Has your child attended any previous schools used to being with other adults?

Who else do they spend time with?

What does your child enjoy doing?

Do they have a favourite toy?

Information for enrolment (example 2)

Pupil's full name:

Date of birth:

Age:

Name pupil is called at home:

Name pupil is to be called at school setting (if different):

Arrival date in the UK:

How long has the pupil attended school before coming to this school?

Name of other schools or Local Authorities the pupil has attended school in the UK:

Have there been any extended absences or illnesses? If yes, how long was the pupil absent and what was the reason for the absence?

Where was the pupil born?

Religion (if any):

Do you celebrate any religious festivals?

Who does the pupil live with?

Mother's name:

Father's name:

Carer's name (if the pupil does not live with parents) and relationship to the pupil:

Names and ages of any brothers and sisters:

Who should letters from school be sent to?

What is the most useful written language for the family?

How would you like information to be shared e.g. email, written in a diary, through a friend, by text to a mobile phone, etc.

Are there any illnesses or medical information the school/pre-school should know about? (For example, allergies, asthma, epilepsy etc.)

Does the pupil need glasses or a hearing aid?

Does the pupil need to take any medicine during the school day? If yes, what and when?

Does the pupil have any dietary requirements or foods they can't eat?

What language/s does the pupil speak at home?

What language/s does the family speak at home?

Can the pupil read or write in any languages other than English?

Have they attended school or Nursery in any other country? Please give details

Do they attend any community groups or language classes?

Are there any special cultural issues around eating or going to the toilet?

Are there any hair or skin care requirements?

It is also useful to learn some key words that the child understands such as toilet, drink, home time, snack time etc. and ask parents/carers if there any other key words which would help a child in an EYFS setting. Using pictures and photographs will help support using these key words. Further examples of useful background information to collect on admission can be found in the Peterborough handbook and also in the new arrivals section of the EAL Nexus website.

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?	
Has the child had a recent hearing test/eye test?	

Education details

Previous education in the UK?
How long?
Name of previous school?
Previous education in another country/other countries Are there any significant gaps in education? Why, when and how long for?
Can the child read or write in a language other than English?
Does the child attend community /language classes?
Favourite subjects in previous school
Interest and hobbies.
Did they learn English in their previous school in another country?

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 written language for the family?
Parental concerns
Religious practice/belief
Religious festivals observed
Any dietary needs or foods to be avoided
How do the family prefer to be contacted text/email etc.
Is there a family member who can help with interpreting?

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
Prior experience which may affect learning

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 who may also be new to learning English.
- 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:

Responsible for co-ordinating, monitoring and providing an overview of newly arrived pupils. Carrying out initial assessments and monitoring progress in partnership with class/subject teacher.

Class teacher / Tutor / Head of Year

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 Specialist Advisory Teacher for English as an Additional Language can offer advice, support and/or training for the following. (Accessed via referral using the Early Help 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 the 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
- If necessary, invite an interpreter to attend if parents/carers do not speak English.
- 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 pupils to understand that the new pupil has their own language but needs help learning English
- Consider having a welcome display in pupil's language including pictures and information of their home country.

Assessment and Learning

- The school will allow a period of settling in and induction then use an appropriate method to measure language development and progress through the curriculum. The NASSEA revised assessment framework is recommended.
- This information should be available to demonstrate rate of progress if an Early help referral is made to the Specialist Advisory Teacher 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

- School recognises the need 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. Translated letters for schools can be found on this link, <http://www.primaryinteractive.co.uk/letters/index.htm>
- Illustrated short information sheets with bullet points, talking through letters etc. with a more confident speaker of English can also be useful strategies.
- 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 NASSEA revised assessment framework for EAL learners or other appropriate means of measuring the development of English as English as an Additional Language, 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 lay out 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 as an EAL beginner.

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

Checklist for preparing for new arrivals	
Make sure everyone knows how to spell and pronounce the new child's name	
Ensure all staff are aware of the New Arrival (NA)	
Provide the pupil with vocabulary books, communication fans or picture cards to help them communicate basic needs; feeling thirsty, needing the toilet etc.	
Place pupil with good role models for learning and speaking English not with pupils with Special Educational Needs.	
Be aware that pupils may go through a silent period (See sheet from NALDIC on the early stages of learning English)	
Prepare a visual timetable	
Plan collaborative learning activities, circle activities and talk trios to help the pupil join in with lessons.	
Provide age appropriate maths glossaries, number lines, alphabet strips, word mats, maths mats etc.	
Provide visual support and follow the EAL friendly strategies on the EAL NEXUS website	
Provide a sheet with common school stationery items and classroom equipment, door, window etc. Many are available on-line created using clip art but real photographs of your school are better.	
If the pupil is literate in the home language, allow them to take notes in that at first as well as providing alternative methods of recording.	
Gather as much information about the NA as possible. The online collation tool available from http://newarrivals.segfl.org.uk/index.php may be useful, depending on the child's country of origin. You may want to prepare a guidance booklet for the Parents/Carers of the new Arrival. https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/SitePages/Home.aspx has some useful information	
Tell the rest of the class there is going to be a new member of the class – learn a little about their country of origin if possible, perhaps locate it on a world map and see what the class already knows about it	
Make name tags for coat pegs, trays etc.	
Use the language of the month website to learn to say hello in the child's home language	
Put up dual language signs around the school – involve other class members in preparing these. Google translate can help with basic words and the parents/carers of the NA may be pleased to be asked to help	

Use the buddy system or Hampshire Young interpreters Scheme to provide extra support.	
Prepare a list of required school items such as uniform, P.E. kit with visual examples of each item.	
Gather together a range of resources e.g. bi-lingual dictionaries, dual language books. The Schools Library Service and local libraries have a good selection.	

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 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

شكراً

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'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...

Background Information

Collect information on language and countries.
Contact school library services for dual language books and information on different countries.

Ascription

Support parents completing admission forms and discuss benefits of correct self ascription to ethnic groups.

National Strategies and Staff Training

Keep up to date with current guidelines and make sure all staff are informed of any strategies and advice. The SAT for EAL can provide training and advice for schools and settings to increase their knowledge to support EAL learners and their families.

Buddy Systems

Encourage other children in the setting to help the new child settle in and find their way round school
Use friendly children and those sharing a home language to be Young Interpreters. Training for this can be provided by the EAL Specialist Advisory Teacher. School will need to purchase their own copy of the Hampshire Young Interpreters

Welcoming Approach

Staff training to understand the needs of new arrivals.
Positive body language and atmosphere.
Always have toys available to occupy younger siblings if need be.
New Parent Poster and a Personal Poster to welcome a child on their first day including information on daily routines.

Parent/Carers

Encourage parents to take a more active role by personal invitations, home visits. Make parents feel valued by providing support and signposting to local services and network groups.

Provide Clear Information on What is Expected

Pictures of appropriate snacks, and activities children will participate in that can be shared with parents.
Discuss likes, dislikes and any boundaries or restrictions.
Time lines and visual timetables can support organisation.
Identify the key worker to parents.

Value First Language

Encourage use of first language at home.
Find out correct way to pronounce child's name.
Labels and signs in different languages for raising language and cultural awareness.
Parents may support with key words.

Recommendations to support newly arrived EAL learners and their families

Translated Material

Use of interpreters as appropriate
Information for parents in their first language if available.

Contact The Specialist Advisory Teacher EAL

for advice and support developing your provision for New Arrivals.

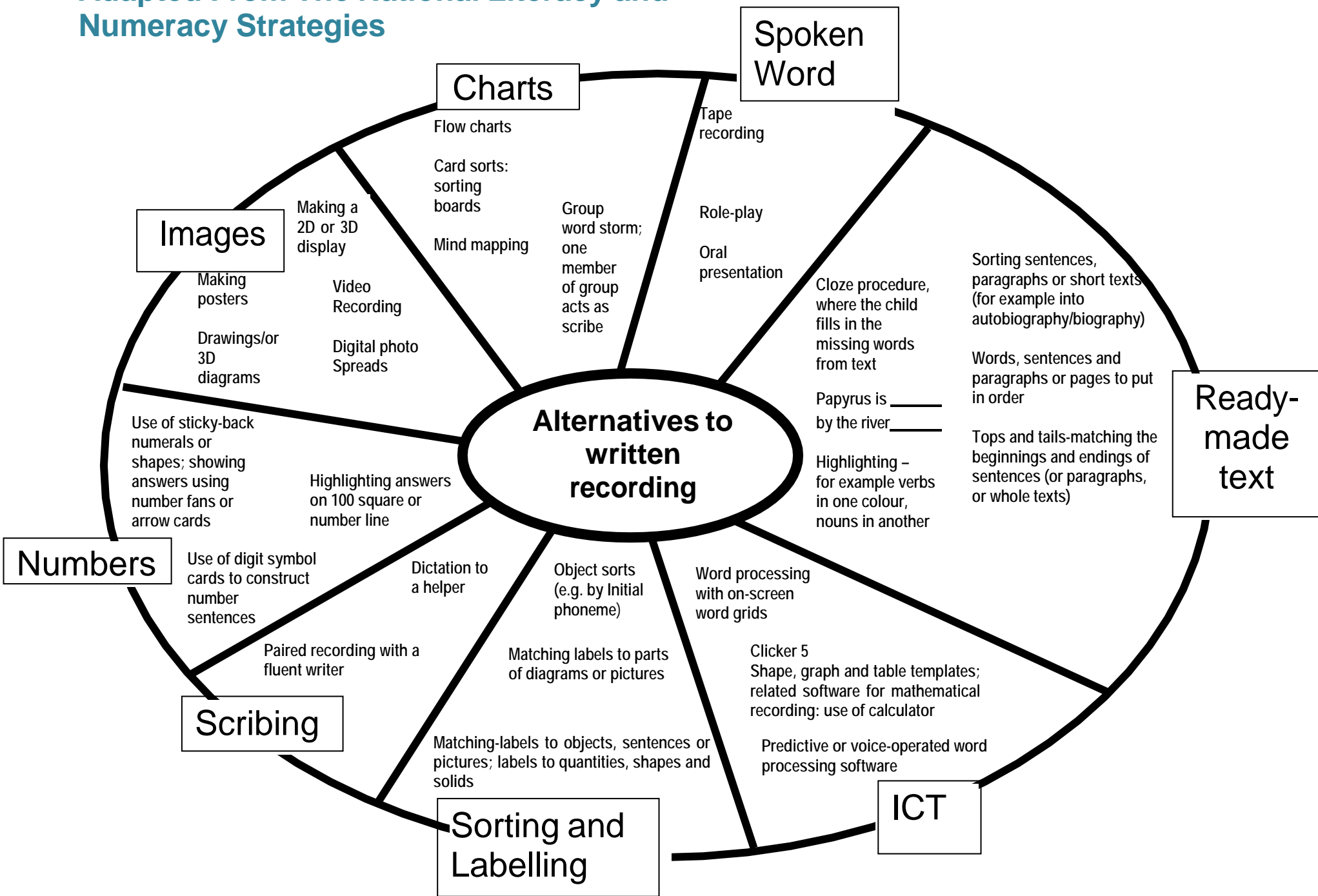
Resources and Books

Culturally relevant resources including dual language books and talking pens.
Invite parents in to tell stories in their own language. Resources should reflect positive

Communication With Children

Use symbols/picture cards to support language.
Hand gestures also help communication.
Use simple language - one word commands and clear instructions. Be aware that children may find certain words/meanings unfamiliar e.g. snack
Use ICT

Adapted From The National Literacy and Numeracy Strategies



Appendices

Appendix 1

Useful web links, resources and sources of further information

Assessment

- **NASSEA EAL** re-written assessment framework which has been written in line with the new EYFS curriculum and Primary and Secondary curriculum. (These statements are in bold italics.) It is also linked to the Common European Framework for Languages so will track the stages an EAL learner who is also new to English effectively to demonstrate progress.
- **The NASSEA EAL Assessment Tracker** supports the recording and analysis of the results of NASSEA EAL Assessment. It also supports planning and target-setting and allows teachers to record the language development of a whole class of pupils on a summary sheet. There are separate sheets for recording each area of language development in more detail. The tracker automatically creates graphs from the inputted data, allowing users to instantly see progress data, the range of language levels and aspects of language development which need focused teaching.

There are separate documents for Early Years, KS1, Lower KS2, Upper KS2 and KS3/4, reflecting the structure of the NASSEA EAL Assessment Framework.

- **NASSEA EAL assessment framework** additional guidance for practitioners moving from induction through to NASSEA Step 4 in Key stage 1
- **NASSEA EAL assessment framework** additional guidance for practitioners. Language progression in KS3 science steps 1-8
- **On the EAL NEXUS** site there are free assessment materials
<https://ealresources.bell-foundation.org.uk/school-leaders/eal-assessment>

Collaborative learning organisation

<http://www.collaborativelearning.org/> Collaborative learning website free resources to download to improve access to the curriculum and develop language

Creating a communication friendly environment:

- <http://symbolsinclusionproject.org/resources/classroom/cfe/examples.htm>
Communication Friendly Environments (Copyright Widgit Software)
<https://www.widgit.com/products/widgit-online/dual-language.htm>

- https://www.thecommunicationtrust.org.uk/media/93829/communication_friendly_environments_checklist1.pdf

DFE EAL Levels Guidance

Dictionaries and translators:

<https://ealresources.bell-foundation.org.uk/teachers/great-ideas-bilingual-dictionaries-and-translation-software>

Dual language resources: Mantra Lingua UK dual language resources for the multi lingual classroom and bilingual parents and children

EAL pocketbook.

Nationwide, one in eight pupils in primary schools speaks a language other than English; in secondary schools, one in six. Over 45 languages are spoken in Cumbrian schools. The EAL Pocketbook is for teachers of pupils learning English as an additional language, whether in rural or urban contexts. It provides tips, tools and techniques to ensure that all pupils can thrive in their learning. The author advocates inclusive learning modelled on 'the ladder to success.' This starts with the learner's skills and strengths, builds on these to make learning cognitively challenging, then provides scaffolding to support their move towards independent learning.

<https://www.teacherspocketbooks.co.uk/product/eal-pocketbook/#description>

EAL good practice case studies on EAL and Speech Language and Communication Needs

<https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/eal-case-studies/>

EAL information on the Cumbria County Council website

<http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/vselt/eal.asp>

EAL NEXUS <https://ealresources.bell-foundation.org.uk/> Information on EAL for teachers students and parents including free teaching resources to download. Useful resources and strategies as well as information for parents and students. This website has a drop down menu enabling the information to be read in a variety of home languages

Early Years Foundation Stage

EYFS For detailed advice specific to the EYFS including a toolkit for self-evaluation, see The CCC website direct link. <http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/vselt/eal.asp>

EMTAS4success

<https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/SitePages/Home.aspx>

A useful website for ethnic minority achievement which includes a new arrivals section.

Hampshire Young Interpreters Scheme

<http://www3.hants.gov.uk/education/emtas-2/goodpractice-2/hyis.htm>

Information and resources to enable you to set up a Young Interpreters Scheme in your school.

Involving parents

- **Twinkl** <https://www.twinkl.co.uk> this has a primary EAL section with the first 45 words in a selection of different languages, how to be a good friend, vocabulary for various topics etc.
- **National Literacy Trust** Talk to your baby improving communication with children 0-5. Helpful leaflets in English and different community languages <https://literacytrust.org.uk/early-years/bilingual-quick-tips/> Bi-lingual quick tips for parents to help children develop good talking and listening skills
- **British Council Learn English kids** website has grammar quizzes, songs, stories etc. and is suitable for children 12 and under.
<http://learnenglishkids.britishcouncil.org/en/>
- <https://www.booktrust.org.uk/supporting-you/families/reading-tips/how-to-read-with-your-child/> information on sharing books with your child in 28 different languages. Reading with your child aged 4-6 years
- **EAL NEXUS** has an excellent parents section which has a drop down menu to translate into different languages.
<https://ealresources.bell-foundation.org.uk/parents>

Providing visual support, scaffolding and teaching resources to download

<https://ealresources.bell-foundation.org.uk/teachers/great-ideas-pages>

Refugee and Asylum seekers

- <https://www.refugeecouncil.org.uk/>
- <https://www.naldic.org.uk/eal-teaching-and-learning/outline-guidance/ealrefugee/>

Racing to English. A resource CD with activities for children learning English as an Additional Language <http://www.racingtoenglish.co.uk/about.html>

School Development and CPD

The Peterborough handbook: Useful information on how to build up your school EAL provision and start an EAL department from scratch. This resource is suitable for using in Primary and Secondary and is particularly useful for Secondary. It includes a checklist for Quality First Teaching, Learners new to English, Preparing an EAL friendly environment.

<http://www.theealacademy.co.uk/services/resources/>

Peterborough Handbook Planning for language development, Information about welcoming refugees, developing whole school provision and new arrivals at different key stages

<http://www.peterborougheducationnetwork.co.uk/attachments/download.asp?file=1090&type=pd>

Choosing suitable books for EAL learners in the EYFS and Key Stage 1

Wherever possible choose stories which:

- have repetitive language
- have predictable patterns
- are culturally familiar wherever possible
- can be accompanied by visual support for example toys, storyboard pictures or puppets or can be acted out. Story sacks are ideal.
- have supportive illustrations directly related to the text to aid understanding
- have familiar story content or setting
- do not reinforce stereotypes
- have clear text which is large enough to follow with supportive illustrations
- are available in dual language have dual language versions available if possible

Many publishers publish dual language stories and the following dual language versions of traditional tales and well-known stories are available from Mantra Lingua publishing:

Brown Bear, Brown Bear, What Do You See?

Farmer Duck

Goldilocks and the Three Bears

Handa's Hen

Handa's Surprise

The Little Red Hen and the Grains of Wheat

The Three Billy Goats Gruff

The Very Hungry Caterpillar

Walking Through the Jungle

We're Going on a Bear Hunt

Encourage parental involvement and use of home languages by encouraging parents and carers to join the local library sending the dual language book home so parents and carers can read the stories and talk about them using their home languages. Parents and carers can also be invited into school to read to the children. If this is not possible, many of these stories now come "Talking pen enabled" so you can use a Talking pen to download sound files and replay the stories in a variety of home languages. The School library service and local libraries have a good selection of dual language books in stock.

The following links can help you involve parents and carers with helping their child to enjoy books

<http://www.booktrust.org.uk/books/children/how-to-share-books/>

Reading with your Child booklet available in various home languages and English for children aged 4-6

International New Arrivals Primary: Reading

Newly arrived children will have a wide range of literacy skills, some will already be literate in their home language and others will be learning how to read and write for the first time in English and may have had little formal education. Some languages have no written form.

Reading	Activities	
Use of Home Language	<p>Use dual-language books from the schools library service and talking CDs. Encourage parents to join the local library to borrow dual language books and story sacks</p> <p>Be aware that letters in English may have different “sounds” in home language eg w has an English v “sound” in German and Polish. Vowels in different languages may have different “sounds”. Encourage children to compare the differences if they are literate in their home language.</p> <p>The Specialist Advisory Teacher can provide advice about buying dual language stories and “talking pens”</p> <p>Encourage children to use a bilingual dictionary if they can read in their home language</p> <p>Encourage children to share vocabulary in their home language.</p>	
Sharing Books	<p>Use sequencing pictures to re-tell the story and the pictures and describe what is happening in the pictures in the book you are reading.</p> <p>Use picture dictionaries and reference books</p> <p>Use talking stories and CDs in English and in dual language where available</p> <p>Paired and shared reading. A confident English reader can read and help the beginner to identify words. If you use a dual language book the new arrival can demonstrate reading skills in the home language.</p> <p>Choose well illustrated books with lots of repetition. (contact Specialist Advisory Teacher for further advice)</p>	

Remember:

- Newly arrived pupils may get very tired as it takes a lot concentration when learning a new language. Allow new pupils time and space to and remember how *you* behave sometimes when tired or stressed!
- Newly arrived pupils learning English as an additional language will need extra time to understand and follow verbal instructions and will often watch other pupils and follow their lead. Don't be surprised if they are slower at following class instructions at first and give them extra support by gesture or other visual support.
- Newly arrived pupils may demonstrate unsettled behaviour. This can be due to frustration in not understanding or not being able to make themselves understood. They will also be adjusting to a new home situation and may be missing friends and family in their home country.

Buddy and induction packs: Things that work in Cumbria

Schools that regularly admit new pupils learning EAL have found it helpful to provide the following information as part of the induction process. If these are collated in advance it makes things easier and saves time.

For parents:

- A school prospectus and the school's expectations of behaviour
- Plan of the school preferable with names and photographs
- An outline of the school day supported with pictures, photographs and diagrams
- Brief explanation of homework systems and how parents can support their children at home
- Timetable and location of before and after school activities including breakfast and after school clubs and cost, time the child needs to be picked up etc.
- Calendar of term dates
- Additional support provided by the school
- Class teacher's name, how to get information about their children's work and progress, and who to contact if they have any concerns supported with photographs.









International New Arrivals Developing Speaking and Listening: Primary

	Activities and resources	Tick
Survival English	Picture cards, communication fans, eg emas4success.org , photographs, picture of body to show which bit hurts Visual timetables Picture cues, Picture dictionaries	
Use of home language Make sure you find this out from parents	Language of the month, learn to say hello, dual language signs, dual language books cds This is a cat, what's that in Polish? Borrow books and information about countries from the school library service	
Vocabulary building Nouns as part of classroom activities *Always use a and the with nouns as they can prove tricky for EAL learners	Lotto, bingo, snap and matching games Picture dominoes, Barrier games Self talk and parallel talk Use digital camera to take photos of classroom objects, routines etc Action rhymes for body parts Gesture and extra visual support eg smartboard emas4success welcome to school games	
Vocabulary building verbs	PE, games, action rhymes. Start with activities they will need to understand, such as Sit down, Stand up, line up, run, walk, jump • Use ICT, e.g. Clicker 5	
Vocabulary building prepositions	PE, action rhymes, books, barrier games	
Common phrases	Sit down, Stand up, Can I have a pen, please? , Put your hand up Hand the books out, collect the books in etc	
Use full sentences	Circle games, barrier games, describe pictures and retell stories. Model and extend pupil's utterances	
Focus on speaking and listening activities	Barrier games, collaborative learning, real objects and extra visual support. Collaborative learning activities collaborativelearning.org	

New Arrival Checklist for KS1 Pupils

Name of Child: _____









Class: _____

1. Show them the toilet.		
2. Show them the cloakroom, where to put their bags and lunchbox.		
3. Tell them about snack time.		
4. Tell them about lunch time.		
5. Tell them about PE kit.		
6. Teach them important words.		
7. Show them their classroom.		
8. Show them their peg tray and book bag.		

New Arrival checklist for KS2 Pupils

Name of Child: _____

Class: _____

Show them around the school		
Show them the toilets		
Show them the cloakroom and explained where to hang their coats, bags and where to put their lunchboxes.		
Explain the rules for playtimes including what snacks to bring.		
Explain what time lunch and break times are.		
Explain the school rules		
Tell them survival language and made sure they understand it.		
Show them around the classroom. E.g. books, trays, whiteboards, reading area etc		
Show them where we keep equipment. E.g. pens, bins, calculators, number fans etc.	