



INDUCTION PROGRAMME FOR NEWLY ARRIVED CHILDREN

By 'newly arrived' we mean children who are new to the country and who have not attended another school in the UK.

This programme may also be used for children who have been in the UK for less than 6 months, as well as for other EAL pupils who have been here for a longer period of time but are still at the early stages of English language acquisition.

Aims

- To ensure that newly arrived children have a smooth integration into school.
- To provide appropriate language support, enabling children to access all areas of the curriculum.
- To gain more information about the children's backgrounds and circumstances relevant to their educational needs.
- To support the children socially so that they feel valued members of the school community.
- To provide appropriate support, resources and advice for the children's parents and staff.

School response

(i) Information for parents

- Parents of newly arrived children will have an initial meeting with the **Head Teacher/Deputy Head Teacher**. They will be provided with a school prospectus and given information about the key stages, the curriculum, school routines and procedures (e.g. school uniform, lunchtime arrangements, school rules, school times and term dates).
- Parents will be shown round the school by children from Years 5/6.
- The initial meeting will also be an opportunity for the school to ascertain whether the parents need a translator and whether the new child is a beginner in English.

(ii) Preparation by staff

- Wherever possible, the **Office Manager** will inform the **EAL Teacher** and the **Class Teacher** at least 2 days before the child starts school.

- The **EAL Teacher** will collect information about the child's background (e.g. home language, whether s/he is new to English) to pass on to the Class Teacher.
- The **EAL Teacher** and **Teaching Assistant**, in consultation with the Class Teacher, will prepare appropriate resources (e.g. name labels for the child's tray and coat peg, bilingual dictionaries, special tray of activities for independent use).

(iii) Meeting between EAL Teacher and parents

- The **EAL Teacher** will arrange a meeting with parents (and translator if necessary), within the first 2 weeks of the child's entry to school. The purpose of this meeting is :
 - To introduce the EAL Teacher as a point of contact for parents.
 - To outline to parents the nature of extra support that will be given to their child.
 - To ensure that parents are clear about school routines and procedures and to give them the opportunity to raise any concerns they may have.
 - To provide parents with any additional information they require.
 - To gather as much background information about the child as possible. This will be collated on an 'EAL pupil profile form'. One copy will be given to the Class Teacher, and one copy will be kept in the EAL records folder.

Support in the Classroom

(i) Buddy system

- The **Class Teacher** will identify an appropriate 'buddy' for the new child, ideally one who shares the same home language and who will be a supportive role model. (If there are no children in the class who have the same first language, the new child will still be allocated a buddy, but the **EAL Teacher** will also identify other pupils in school with the same language who can support the new child.)

(ii) Familiarity with the school

- The new child will be shown around the school by the **EAL Teacher** or **Teaching Assistant**. If the child is in the early stages of learning English, s/he will be taught

basic school vocabulary in individual/small group sessions by the **EAL Teacher**.

- If appropriate, the **EAL Teacher/Teaching Assistant** will work with the child to make dual language labels for the school environment and classroom equipment.

(iii) Resources

- Where possible, the **EAL Teacher** will provide picture/dual language dictionaries/ICT materials for class use.
- If the child is at the early stages of learning English, s/he will create a simple vocabulary book with the **EAL Teacher**, or be provided with a 'talking pen', to be used both in class and in group sessions.
- In the early days, staff will identify a variety of activities that the child can do independently (e.g. puzzles, drawing, painting, 'myself' book, bookmaking with photos, dual language story tapes). Some of these can be gathered together in a special box/tray for the child to use at 'pressurised' times of the day.

(iv) Opportunities for talk

- Teachers will provide as many opportunities as possible for talk in a 'safe' environment (e.g. paired talk, small group discussions, role play). The use of home language to facilitate learning will be actively encouraged.

(v) Adapting the curriculum

- The **Class Teacher's** planning will indicate how the curriculum is being adapted to meet the needs of the new arrival.

(vi) Language support

- The **EAL Teacher** will provide language support through:
 - Small group sessions, focusing on basic vocabulary and language structures.
 - Class-based support, ensuring that the curriculum is accessible to the new arrival.
 - Pre-tutoring sessions where possible (these may also be taught by the **Teaching Assistant**.)

(vii) Other Adult support

- In the first few weeks, staff will try to create opportunities in the timetable to spend individual time with the new arrival. Children whose recent experience/environment has been traumatic may need extra support.
- The **Class Teacher** will introduce the new child to the **Lunchtime Supervisor**, who will ensure that s/he is well supported at dinner times. The **Class Teacher** will also inform the **Lunchtime Supervisor** of any specific dietary requirements the new child may have.

Community links for parents

(i) Friends of Chad Vale

- Parents of newly arrived children will be encouraged to attend social events organised by **Friends of Chad Vale** (e.g. Summer Fair, PPTA events). This will be an opportunity to meet other parents and develop community links.

Agreed by Governors on Monday 30th January 2012

Next review: January 2015