

### **Mission Statement**

This policy sets out the aims, objectives and strategies with regard to meeting the needs and celebrating the skills of New Arrivals and EAL pupils, whilst helping them to achieve the highest possible standards. All pupils should feel safe, settled and valued as part of the whole class and whole school. They should have an opportunity to acquire a fluent and flexible use of English Language. Pupils who are learning to use English as an Additional Language will be provided with the appropriate teaching and learning materials to aid and support learning outcomes. This will enable them to make progress and achieve whilst at Tower View Primary School and into the future. We are aware that pupils need to be able to use English Language for academic studies as well as everyday social purposes.

### **Context**

The term 'EAL' stands for English as Additional Language. A pupil is referred to as having EAL if he/she is exposed to a language at home that is known to be other than English.

The term 'New Arrivals' refers to pupils who are international migrants, including refugees, asylum seekers, children of international people working or studying in England. The definition implies that they are newly arrived from outside of the United Kingdom rather than new to the school from another area in Britain.

MEAS are the Minority Ethnic Achievement Service – the outside agency that provides support and resources.

### **Aims**

- To help integrate New Arrivals/EAL pupils from overseas into school both socially and academically.
- To support the pupils' acquisition of English.
- To support New Arrival/ EAL pupils to establish positive relationships with both peers and adults.
- To enable the pupil to cope with:
  - New culture
  - New environment
  - His/her class work
  - The Curriculum
  - Survival language (i.e. toileting, fear, pain etc)
  - Integrating socially.
- To involve and enlist the support of the parents of New Arrival/EAL so that they can:
  - Develop English skills at home
  - Be given support with homework activities and school letters etc.
  - Understand that the child's home language and culture is valued.
  - To have confidence to share and celebrate their own culture whilst in school.
  - To enable parents to support their child to their fullest.

### **Inclusion strategies**

#### **STEP 1: Prior to admissions- PREPARE**

The school admission for the newly arrived pupil should include:

#### **Parental involvement**

Parents must be invited into the school for a meeting with the class teacher and the EAL co-ordinator in order to:

- Help with admission forms
- Discuss previous education
- Highlight any health or social problems

- Establish positive relationships
- Gather information from the learner and parents to create a pupil profile.
- Survey languages spoken at home between Parents/Guardian-pupil and siblings

*Be aware that families may have anxieties about giving the school information.*

- A tour around the school with key staff members.
- A welcome pack, preferably in the pupil/parents' first language.
- If possible access to an interpreter during admissions/ taster days/opening days/review meetings/parents evenings procedure etc.
- Assistance with other admissions procedure, e.g. free school meals/school uniform application, purchasing school uniform etc.

*In all cases, if interpreters are required, the issue is to be referred to the EAL co-ordinator in order to arrange an appointment through MEAS.*

*EAL co-ordinator **must** be notified of all children joining the school who are a 'new arrival' by the school office staff and SLT/Phase Leader.*

## **STEP 2: Before the pupil starts – ALERT**

- Discuss and send pupil profile to all relevant staff.
- Prepare resources for the pupil's first few days and plan support for each part of the day.

## **STEP 3: The first days – WELCOME**

- Greet the new pupil and take them to their classroom
- Allocate one or two pupil to look after the New Arrival/EAL, preferably someone who speaks the pupils' first language (if this is not possible, choose a 'good' model of spoken English and behaviour), to familiarise him/her with the school layout, timetable, routine and activities.
- Arrange friendship group to support the pupil in class activities, ensuring that the child is in a mixed or high ability group so that they have access to good models of both English and behaviour.

## **STEP 4: Feeling safe, settled and valued - SUPPORT**

### **Silent period**

- Allow time for the New Arrival/EAL to settle in and adjust to his/her new environment.
- New Arrival/EAL pupils often go through a silent period in which they are adjusting to their new language and culture.
- Try not to feel worried or guilty if you can't include them all the time, they are still listening to you and their peers and learning basic skills.

### **Observation**

Observation by class teacher to determine:

- Who the pupil communicates with best.
- What activities the pupil is familiar with.
- Social interaction during lunch time/break/in class.
- Achievement/progress/future assessment.
- Any needs for support from outside agencies.

### **Assessment**

An initial assessment should be carried out, preferably in English:

- To establish oral and literacy levels in both their first language and English. (MEAS to support if necessary)
- To assess how much vocabulary the pupil has in English he/she has. (British Picture Vocabulary Scale Assessment - BPVS)
- To highlight any obvious immediate need to be prioritised in a language teaching programme.

*For pupils who speak no/barely any English support from MEAS will be required – refer to EAL co-ordinator and/or Head Teacher.*

Termly assessment using Tower View EAL Categorisation: September 2016 (taken from D.f.E. guidance July 2016). This will be managed by EAL co-ordinator at the end of each term.

### **Monitoring and evaluating**

The pupils' progress in acquiring English and his/her social and academic progress should be monitored continuously and careful records kept. This is of particular importance so that correct support can be put in place and if, at a later date, external agencies need to be brought in for extra support.

Staff are to assess EAL pupils against the Tower View EAL Categorisation: September 2016 (taken from D.f.E. guidance July 2016) once a term to track progress of all EAL children.

### **Coping with pupils who are new to English**

Having a new arrival/EAL pupil at any time during the year, especially one with very little English can be very difficult for the pupil. Being in a new situation and culture is daunting for anyone. An added difficulty of being taught a new language with different attitudes intensifies the problem.

Things the school needs to find out:

- Pupil's first and second language
- Pupils' ethnicity
- Previous schooling
- Whether the pupil is a refugee or asylum seeker
- What country is the pupil from
- Living arrangement
- Family background/history
- Culture

### **DO**

- Assess pupils language in English using BPVS assessment to identify level of vocabulary; this should be done during the first week. If their vocabulary is very low, rapid intervention/support from MEAS may be required.
- New arrivals/EAL pupils go through a 'silent' period which can last for months. They sit and watch and take in their new situation. Encourage and praise them a lot, even if they make mistakes (which they will). It will take courage to raise their hands and make a contribution when they are new to English.
- Be patient, inclusion and integration can take some time. Try not to feel worried or guilty if you can't for some reason or another include them all the time, they are still listening to you and their peers and learning basic skills.
- Try to pair up the New Arrival/EAL pupil with a pupil who speaks their language if possible. Alternatively use a friendly pupil who will be sympathetic to his/her situation and are able to show him/her the daily routine.
- Invite the pupil's parents/carers in to school to find out more about the pupil's background and schooling. It may be necessary to enlist the support of someone who can translate.
- When grouping, be mindful not to put the New Arrival/EAL pupil with SEN pupils who have clear language needs. The New Arrival/EAL pupil will need a rich language environment. EAL is not the same as SEN however an EAL pupil may have additional needs, which will require SEN support.
- Encourage a positive language and cultural classroom in which other languages are encouraged and displayed. Bullying and anti-racism must be dealt with straight away. (For further guidance see school policies on bullying and anti-racism).
- Use key visual (information in visual form) and refer to key vocabulary.
- Encourage collaborative group work in which new arrival/EAL pupil can be supported through talk (bilingual if possible) and activities which are good practice for all pupils' learning.

- Make use of bilingual dictionary, especially ones which make good use of visuals.
- Use clear models of spoken and written English in which the new arrival can hear and learn grammatical structures and vocabulary.
- Give children opportunities to practise the language they have learnt. Language games are an ideal way to get them to do this.
- Enlist as much help as you can from EAL Co-ordinator, MEAS, parents/carers and peers.

### **DON'T**

- Don't ask a new arrival to work in silence. They need to hear the model language and practice it with their peers.
- Don't initially ask them to copy off the board; it can be very difficult to keep refocusing.
- Don't insist that they speak or answer straight away. They may still be going through the 'silent' period and gaining their confidence.
- Don't feel you can't ask other pupils to help. When a pupil has to explain content it reinforces their learning and understanding.

### **Refugees and asylum seekers**

Refugees and asylum seekers are new arrivals who have a unique range of experience which teachers need to be aware of at an early stage. They may have lost close and/or extended family members or friends through death or separation; home and possessions; homeland, culture and language.

Child refugees may have witnessed traumas such as:

- Violence against parents
- Destruction of their home
- Torture or suffered torture themselves
- Violent deaths or suffered violence against themselves
- Experienced parents as powerless to protect them
- Experienced fear and uncertainty during flight
- Experienced authority as hostile or violent

Refugee children sometimes experience the host community and authorities as hostile. They may feel that other people do not understand their experience and its effects. They may also feel different from children of the same age.

Along with other new arrivals they have to cope with huge changes of:

- Country, culture, religion, language, customs, habit and diet.
- Parents' status, employability, income and emotions and languages.
- Home life and familiar patterns of living.
- Education system, styles of teaching and learning and relating to others.

In school refugee children may show their reaction to trauma and change by:

- Expressing apathy and withdrawal from social contact and learning.
- Feelings of fear, anxiety, sadness, crying or grief related to loss and change.
- Feeling ill.
- Repetitive play, drawing or writing about their experiences.
- Difficulties in concentration, being absorbed in their thoughts.
- Showing lack of confidence.
- Showing lack of trust of adults in authority.
- Emotional volatility leading to verbal or physical acts of aggression or panic triggered by particular events.

Teachers can help New Arrivals/EAL pupils especially by:

- Knowing his/her name – pronounce it correctly.
- Building a positive relationship with parents.
- Making sure they feel secure and a valued pupil of the class and school.
- Giving them a sense of belonging by including them as much as possible.
- Having some knowledge of the pupil i.e. country of origin, language, prior educational experience, SEN, culture – ask him/her about themselves (be very sensitive when doing this).
- Following the Tower View Equal Opportunities policy.

**EAL Co-ordinator: Mrs Rena Khanom**

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Rena Khanom