

EAL Newly Arrived Pupils Induction

**Pleasant Street
Primary School**



How do we approach the arrival of new EAL pupils?

Create a consistent system in place to accommodate all the necessities of your school.

1. Newly Arrived Pupil Intitial Form.

- EAL Co-ordinator to meet with new parents.
- Support to fill in all application forms.
- Personal details.
- Previous education.
- Religion / ethnic group.
- Languages spoken / understood by the child.
- Social background (this includes reasons for coming to the UK). **Is there any trauma or emotional issues?**
- Health and allergies.
- Show school around and introduce to the class.

This information will be shared with teaching staff.



How do we approach the arrival of new EAL pupils?

2. Newly Arrived Pupil Induction Programme:

During the first week, the child will be given the opportunity to socialise with other children and staff, as well as to get to know every little part of the school. **Making the child feel safe, protected, looked after, cared, wanted...It is all crucial for a successful settlement.**

It is important to have a solid system in place and that all staff is familiar with it. It is a whole school approach. Through our personalised and bespoke 'Newly Arrived Pupils Programme' we ensure that, every child is received and welcomed into an exciting and happy new environment. We do this by:



1. It's time to say hello -Use a song!
2. Learn about the child's country (Google Earth)
3. Pairing the new child with a "best buddy" – provide best buddy training.
4. Facilitating survival vocabulary through word cards or playground fans.
5. Giving the new child the opportunity to familiarise himself/herself with the school staff and environment, by completing a "Welcome To Your New School" book.
6. The new child completes an "All About Me" book. This can be done in their own language.



HAVE AN EAL FRIENDLY CLASS!

- ✓ Dual language books
- ✓ Dictionaries
- ✓ Multicultural displays
- ✓ Multilingual displays
- ✓ Visuals and concrete materials (word mats, word cards, flashcards...)



After we have created the right environment for the child, it is time to put the right teaching strategies in to place.

- ✓ Initial language assessment
- ✓ Maths assessment (basic numeric activities to find out the child's approximate level)
- ✓ Monitoring progress during silent period.
- ✓ EAL specific assessment (Naldic, Nassea, Bell Foundation...)



Observation	1	2	3	4	5	6	7	8	9	10	11	12
Uses first language with other children /adults even though they don't understand.												
Makes eye contact with adults.												
Seeks attention of other children.												
Watches other children.												
Imitates actions of other children.												
Uses gestures or facial expressions to communicate.												
Asks for help using signs or gestures.												
Responds to children with signs or gestures.												
Responds to requests by staff.												
Protests at aggression directed by other children.												
Follows non-verbal instructions.												
Expresses likes and dislikes.												
Takes an active role (non- verbal) in a story or activity.												
Responds with non-verbal language to requests to join in.												
Does the actions in singing and other musical activities.												
Offers objects to staff or other children.												
Plays with other children without speaking.												

Moving out of the silent period

Whispers a response.												
Responds with single words.												
Experiments with sounds in English.												
Joins in in singing and other activities/games.												
Follows instructions.												
Asks a question to request help or permission using basic language.												
Communicates and interacts with other children in the playground.												



Our Steps To Success:

Step 1

Make children feel safe



Step 2

Children feel happy



Step 3

Effective learning happens



Step 4

Life-long chances improve.

