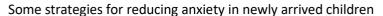
Addressing well-being issues of newly arrived children with English as an additional language.

The school environment presents a wide range of challenges to a newly arrived child as so many aspects can be outside their previous experience and expectation.

The child's primary concerns relate to:

- anxiety about separation from home and parents
- confusion in a strange environment and where expectations are unclear
- feelings of isolation and frustration from inability to communicate or understand
- Social alienation in lessons and social interaction at break and lunch time
- Noise
- Food knowing what and where to eat, also when to eat and drink
- Lesson routines and expectations



- 1. Create areas of familiarity and security:
 - Dual language signage in key areas: classrooms, main hall, toilets, lunch area, play areas, corridors and visual signage that is culturally appropriate.
 - Access to first language/culturally relevant books.
 - A designated place that can be used for "time out" and quiet time when they need it.
 - Designated people the pupil can contact.
 - Building in treats and rewards. Use parental discussions to discover the child's likes and dislikes and try to work some of these into the day: "golden time" slots, lunch time and after school activities, themed language work such as football, food, fashion, computer games.
 - An established "Buddy" system.
- 2. Empowering the child
 - Pupil makes a welcome video, slideshow or book.
 - Pupil directs his/her learning (e.g. history, geography of own country)
- personalisation of learning.
- 3. Allow the child to assimilate and not actively participate. It is important, sometimes, to allow newly arrived children to watch and listen without the added pressure of having to generate a talk or writing outcome.
- 4. Use signing (i.e. BSL/makaton) to establish key lines of communication; and while teaching, "sign and say" important commands, actions and nouns encourage pupil to do likewise.
- 5. Build in inclusive activities that have a non-verbal dimension (e.g. picture sequencing and sorting, ranking and prioritising activities, choral speaking, actions and expressions to accompany (for example) story-telling, role-play and drama techniques, etc.).











