

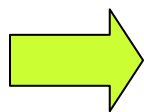
Ethnic Minority Achievement Network

Guidance for the induction and support of newly arrived pupils into schools

Revised Jan 2020

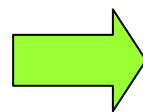
Admissions interview

- Whenever possible, an [interpreter](#) should be made available for the interview.
- Interviews conducted at the family's home are ideal as the environment is familiar and 'safe'.
- Use the admissions form from the EMA Network to gather vital personal information about the pupil.
- Provide an induction pack including visual timetables, maps of the school, calendar of term dates and any other vital facts about the school to ensure pupils know as much as possible about the school.
- Spend time helping the families to complete forms, especially for financial support.
- Allow at least 2-3 days **after** the interview before the pupil begins school.
- Spend time touring the school.
- Provide families with contact details of local community groups.



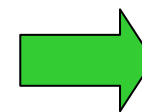
Preparation

- Use the 2-3 days after the interview to inform **all adults** of the pupil's arrival, including as much information about the pupil's background as possible.
- Also tell peers and spend some time discussing the new pupil's country of origin.
- As a class, learn how to say 'hello' in the new arrival's language.
- Arrange 'buddies', placing pupils with peers of the same linguistic and cultural background where possible but ensuring the assigned buddies are mature and good role models.
- Being a buddy is a big responsibility and can be emotionally draining, try to assign more than one pupil to the role.
- Assign a member of staff the role of 'induction mentor'; this could be a TA, LA or EMACo.
- Borrow a selection of bilingual resources from MK EMA Network to initially support the new arrival and build up a bank of resources.



Induction

- Re-familiarise the pupil with the school, prioritising the toilets, medical room and water supplies.
- Take time to re-clarify the school routine, using visuals to help.
- Provide the pupil with picture cards to express basic needs.
- Assign a tray, locker etc. to promote a sense of belonging.
- Avoid placing pupils with SEN groups; they need good role models of English.
- Avoid withdrawing the pupil whenever possible.
- Accept that the pupil may experience a 'silent' period and do not force the pupil to participate if they are unwilling.
- Arrange a review meeting with the parents, 6 weeks **after** the pupil begins to discuss the pupil's integration and possible targets for progression.
- Allow the pupil to communicate in their first language.
- Plan a variety of collaborative activities so the pupil may participate.



Continuing Support

- Use NASSEA or Bell EAL framework to assess language acquisition to review progress termly.
- Set SMART targets at least once a term.
- Ensure that all achievements in the acquisition of English, however small are acknowledged/praised.
- To promote progression of language acquisition, plan a wide range of strategies including lots of speaking & listening opportunities.
- Plan in advance for the use of additional adults, allowing time for the creation of resources.
- Maintain regular contact with home and encourage parental support.
- Do not over-correct developing English.
- Monitor academic and social progress – is the pupil involved in extra-curricular activities, school trips etc.?
- Academic language can take 5-7 years to develop, plan for language development to ensure that EAL pupils can acquire this.