

# WEXHAM COURT PRIMARY SCHOOL

## Induction Procedure for New EAL Arrivals

2016 - 2021



**Date Approved:** November 2016

**Date for Review:** November 2021

**Responsibility:** EAL Co-Ordinator

**WEXHAM COURT PRIMARY SCHOOL**

**INDUCTION PROCEDURE FOR NEW EAL ARRIVALS**

**Before the child arrives**

Action	Responsibility	Notes	Completed
<p>Consult office staff as they are first point of contact for the family. Office to inform you of new child and needs and arrange for school visit – EAL coordinator to be present at first meet. Arrange Bilingual translator if time.</p>	<p>EAL Coordinator  Admissions Officer</p>	<p><b>On arrival we may have little notice and thus must act quickly.</b></p>	
<p>Ask parents to bring in any reports, school texts and exercise books from the pupil’s previous school. Also advise that the pupil may bring reading books in the first language to school.</p>	<p>Admissions Officer</p>		
<p>AT meeting with parents and child.</p> <ul style="list-style-type: none"> <li>• Check correct spelling and pronunciation of pupil’s name. Use a phonetic notation alongside.</li> <li>• Give parents the welcome booklet and go through it together. Ensure parents are aware of:</li> <li>• The outline of the school day</li> <li>• Homework and how they</li> </ul>	<p>EAL Coordinator</p>	<p><b>Welcome booklet available on Teachers admin/Coordinators/EAL coordinator/Induction folder.</b></p> <p><b>The welcome booklet includes all the relevant information for the parents and child</b></p>	

<p>can support their children at home.</p> <ul style="list-style-type: none"> <li>• Uniform (including PE kit)</li> <li>• Breakfast/after school club (with cost)</li> <li>• Lunch (with cost)</li> <li>• Who to contact if child is absent</li> <li>• Reading books and reading journals</li> </ul>			
--	--	--	--

### When the child arrives

Action	Responsibility	Notes	Completed
Set up a “buddy” system. Introduce or pair with other pupils who speak the same language if possible.	Class Teacher		
Ensure the pupil’s name is pronounced correctly.	EAL Coordinator Class teacher	<b>EAL Coordinator to pass this information to class teacher.</b>	
Show the child around the school again for re-familiarisation. Make sure that the office, toilets and the water supply are shown.	Class teacher		
Ensure the child knows how to ask to go to the toilet and how to tell you if they were sick. Basic survival language	Class teacher EAL coordinator	<b>EAL coordinator to provide resources for visuals to use in</b>	

should be taught in the first couple of days. Use visuals for instructions and for the timetable of the day.		class.	
Ensure that one or two members of staff have time with the child and are a regular contact point throughout the day.	Class teacher		
Child to be assessed using Wexham Court Primary EAL assessment.  Intervention will be organised if the child has EAL needs that cannot be met in class.	EAL Coordinator	<b>To be assessed within a week of arriving at school.</b>  <b>Assessment found in Teachers admin/Coordinators /EAL Coordinator</b>	
Arrange a follow up meeting with parents and class teacher 1 month later. Arrange an interpreter if possible.  At meeting: <ul style="list-style-type: none"> <li>• Discuss how child has settled into school and any issues of concern</li> <li>• Discuss how parents can support child at home</li> <li>• Ensure parents are aware of using the online resources Learning Village, spellodrome, mathletics</li> <li>• Ask parents how we can help support them</li> </ul>	EAL Coordinator to arrange. Teacher to attend.	<b>If there are ongoing concerns, teacher to arrange further meetings. EAL Coordinator to arrange interpreter if possible.</b>	

## Remember

- The pupil will get tired very quickly as considerable concentration is needed to learn the new language. Allow the pupil time out from class activities.
- Beginner bilinguals will always be slower when given instructions, such as lining up (use visuals).
- Some children remain "silent" for up to a year. This is not a "passive" stage. During this time the child will be watching, actively listening and tuning in. Previous experiences will be related to new contexts.
- The provision of an environment that is generally inclusive and supportive is more effective for the rapid progress of children new to English than any formal teaching of language particularly if this is done in isolation. In fact any formal language teaching will be ineffective, if not accompanied by these elements.