



PHOENIX
PRIMARY SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

REVIEWED SEPTEMBER 2022 – REVIEW DATE SEPTEMBER 2024

A **Beyond** ACADEMY
SCHOOLS TRUST

English as an Additional Language (EAL) Policy for Newly Arrived Pupils

Objectives

All pupils newly arriving at Phoenix Primary School will be made to feel welcome and they and their parents/carers will be given the information and support they need to become fully integrated into the school. At the same time, it is important that the school obtains full and accurate information about the new arrival in a sensitive and efficient manner.

Aims

We aim to add something positive to the life of every child who attends Phoenix Primary School, whether this is for a short time or for the whole of their primary education. We will do this by:-

- Providing a warm welcome for children and their parents/carers
- Recording and sharing relevant information about a child's background and previous educational experiences,
- Developing strategies to encourage new pupils to make friends and have positive peer support
- Enabling each child to participate in the curriculum at the appropriate level by carrying out assessments using NASSEA - EAL Assessment Framework
- To endeavour to provide opportunities for pupils to see their language and culture reflected in the classrooms and in the wider school and through an inclusive curriculum.
- To raise the attainment of newly-arrived pupils.
- To work with the Inclusion Support Service Kent (ISSK)



**Procedures for Induction of Newly Arrived Pupils with English
as an Additional Language**

Checklist

On Admission

Ascertain first language and whether an interpreter will be required at interview	
Liaise with EAL Coordinator, Class Teacher and Head teacher to consider appropriate class for new arrival. Good idea to place pupil in class with a common language speaker or empathetic child who arrived 12/18 months ago.	
Start filling in Background Information form, this will be a work in progress, information is to be entered as & when received	
Ensure parents/carers are clear about start date. This will be at least 2/3 days after the interview to give the class teacher time to prepare for the new arrival in class, preferably on a Wednesday /Thursday	
Class Teacher informs the class about the new arrival. He/she may wish to discuss what it is like to be new and the feelings that go with it.	
When an EAL pupil joins the school, a pupil from KS2 as well as the class TA or teacher should be present on arrival. They should start the day at 9.00 not 8.45, to allow time for this transition to run smoothly.	
Ensure the pronunciation of the name is correct and seek help/guidance as necessary	



First Week

Let other members of staff, including Teaching Assistant/Office/Technical/Lunchtime/Canteen and other support staff, know there is a new pupil and encourage them to be welcoming and supportive.	
Put child's name, language, and photograph on EAL noticeboard in the staffroom	
The Class Teacher should select one or two buddies or a circle of friends for the new arrival and brief them clearly on their role. Also use our Young Language Ambassadors to support.	
Family will be supported re school/dinner packed lunch requirements by school office	
If possible, parents asked to translate key phrase and useful words eg, Can I go to the toilet?	
Pupil to be given picture cards/new arrival fans, survival words from Twinkle and other Key websites.	
Try and find common language speaker to help settle child.	
Class teacher will invite parent to an informal after school meeting and then arrange future liaisons - strengthening home-school links.	
Class teacher spends a dedicated hour/half an hour getting to know pupil and assessing literacy and numeracy using New Arrival assessment Pack	



Within First Four (4) weeks

Class teacher to ensure that an EAL step/level has been determined for the level of English acquisition for pupils who have little or no English. This is to be done using the NASSEA - EAL Assessment Framework.	
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First Six (6) Weeks

Teacher will support the new EAL pupil to acquire some survival language via websites, bilingual staff, one to one or group work and speaking and listening activities.	
SENCO will convene a review meeting to discuss the progress that the newly arrived EAL pupil has made within the school. Class teacher and TA will also attend.	
Celebrate the child's first language with the other pupils by encouraging them to learn some of the language. You can use the Newbury Park website.	
Signs and symbols will be put up around the class in the pupil's first language eg, Twinkl resources or Newbury Park websites.	

