Induction Flow Chart for Newly Arrived Pupils

Pupil/family arrive at school Admin/ Member of Staff (SL) obtain basic information *(see Pupil Information form)*.

↓

SL arrange date for parents to meet the EAL Co-ordinator (JS), teacher and a member of Pastoral team and have a tour of the school. Family to be given resources to be help prepare child for school.

→ School contacts any required services (e.g. translators) in preparation for meeting.

↓

EAL team/ CT to begin class preparations and inform all relevant staff and class teachers.

↓

EAL team welcomes parents, welcomes new pupil and introduces to class staff. Ensure as much involvement for pupil in class as possible in the first few weeks.   Assign class 'buddies' and a named person who pupil can go to (not CT). During parent meeting, explain and give *Parent Induction Pack*.

↓

CT to carry out an initial EAL assessment within the first two weeks in school and write an Individual Language Plan (ILP) and copies are shared with relevant members of staff (e.g. class staff, dinner supervisors). Organise with other relevant members of staff, Pre-Tutoring sessions for core curriculum areas. Liaise with staff to determine which sets they will be in. If necessary, the EAL team will take the child for survival language interventions.

→ Contact PSS if support is required in terms of training, support or further assessments.

Planning for in-class support especially in core subjects. Teachers to differentiate and plan incorporating ILP targets. Liaise with EAL co-ordinator for feedback and support.

Intensive language support through withdrawal. Liaison with class staff essential. *Parental Support Pack* given for topics taught.

School continue to develop partnerships with home and community – signposting, *Parental Support Packs*, Workshops etc.