ADMISSION OF NEW ARRIVALS

FAMILY ARRIVES IN SCHOOL TO ENROL THEIR

- forms, documentations, etc
- set a date for student starting school, ensuring that this is after the parent' interview (with EMA/EAL coordinator) no later than 7 days after notification of a placement
- set a day/ time to meet with the Inclusion Manager/ EMA Coordinator
- give name of the Inclusion Manager/ EMA Coordinator
- arrange interpreting support for the meeting (if necessary) OR the family could bring their interpreter (if possible)

ADMINISTRATORS MEET THE NEW ARRIVAL'S FAMILY

- inform the Inclusion Manager/ EMA Coordinator

INCLUSION MANAGER / EAL COORDINATOR MEETS THE FAMILY

- short interview takes place where background information is gathered (languages, previous schooling, talents, issues, etc) – this will be useful in terms of a **baseline assessment**
- information recorded on the Initial Pupil Profile (EMA Form)
- family is given a welcome pack (in first language if available)
- provide details of the school day, arrangements for lunch, times of the school day, school terms, uniforms, etc.
- agree the start date with parents
- a tour around the school
- NA introduced to the class/ teachers
- timetable given (with pictures or a translated version if available)
- give names of the teacher/s
- put the family in touch with families from the same culture (if possible) – permission is needed from families to provide their contact details

- information shared with class teacher (Primary) / Head of the Year and Form Teacher (Secondary)
- Inclusion Manager/ EAL Coordinator, class teacher (Primary) / Head of the Year and Form Teacher (Secondary) meet to discuss: buddy, provision for the NA, any support the teacher may need (guidance)
- provide checklist of inclusive practice

CLASS TEACHER PLANS FOR THE NA

- preparing the class for the NA
- buddy system, sitting arrangements
- grouping (with students who can provide good language role models, not in SEN groups)
- planning for the NA
- resources (including home language resources), adult/ peer support
- start observing the NA (Teacher / TA) - observable outcomes

EAL COORDINATOR AND CLASS TEACHER MEET TO AGREE A BASELINE ASESSMENT / INITIAL ASSESSMENT.

- Initial assessment (IA) takes place two –three weeks after the student starts school. **This is NOT a test**.
- it is best IA takes place within the classroom environment (observations, student's responses, talk to the student, workbooks, teacher/ TA feedback, etc).
- **English Proficiency Codes** may provide a good baseline assessment for the student and determine if Induction is needed.

The evidence may include evidence of first language (oracy, reading and writing). NA could be provided with tasks in student's first language.

- EAL provision is finalised (in-class support, interventions)
- targets are set / next steps are planned
- pupil progress meeting date is set

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