FAMILY ARRIVES IN SCHOOL TO ENROL THEIR

ADMINISTRATORS MEET THE NEW ARRIVAL’S FAMILY

INCLUSION MANAGER / EAL COORDINATOR MEETS THE FAMILY

CLASS TEACHER PLANS FOR THE NA

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

- forms, documentations, etc
- set a date for student starting school, ensuring that this is after the parent’s 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)

- inform the Inclusion Manager/EMA Coordinator

- 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

- 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

- 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.

- 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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