https://darlingtonrefugees.org/eal-inclusive-practice-guide-download/

DARLINGTON ASSISTANCE FOR REFUGEES

Darlington Schools
EAL Network



Guide to Inclusive Practice

For Welcoming and Supporting EAL Learners

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Foreword from Nick Blackburn, MBE, CEO Lingfield Education Trust

'It is the obligation of every person born in a safer room to open the door when someone in danger knocks.' Dina Nayeri

Over the past 30 years in schools, I have had the privilege of working with a large number of families who are new to the United Kingdom. They have taught me that love, care and respect are fundamentals in our education system and should be protected above all else. When I have seen children and young people flourish, it is chiefly because of two fundamental ways of looking at the world. Firstly, remembering that 'we are all facing a hard battle'; Plato's words not mine. Moreover, remembering that 'the vulnerable deserve the very best'; these words come from my Great Aunt Nancy Zinkin.

I am delighted to be asked to write the forward for inclusive practice guide, which is designed to provide educators with practical strategies and resources to better support EAL learners in their classrooms. It aims to empower teachers and support staff to create a learning environment where every student feels valued, respected, and included, regardless of their language proficiency.

The guide explores various aspects of inclusive practice, from understanding the cultural backgrounds of EAL learners to implementing differentiated instruction strategies that cater to individual learning needs. It emphasizes the importance of building positive relationships with EAL learners and their families, as well as fostering a sense of belonging within the classroom community.

With the help of this guide, educators will develop a deeper understanding of the challenges EAL learners may face and gain practical tools to address these challenges effectively. It provides evidence-based strategies for language development, scaffolding instruction, and promoting meaningful participation in the classroom.

Furthermore, the guide acknowledges the importance of collaboration among educators, parents, and other professionals in supporting EAL learners' academic and social-emotional growth. It encourages a team approach and offers suggestions for effective communication and collaboration to ensure a comprehensive and holistic approach to inclusive education.
I hope you find it helpful and thank you for all you do to support these wonderful pupils.

Nick Blackburn, MBE
July, 2023

Foreword from Fran Wood, CEO of Darlington Assistance for Refugees

Alison Holland and her team of DAR volunteers have worked hard alongside teachers and support staff to produce this guide. Valuable insights gained from delivering the Orientation Programme for newly arrived children and their families unfamiliar with the UK education system, and the experience of schools in welcoming EAL learners, have been brought together in the guide.

This comprehensive guide offers schools and colleges the opportunity to develop their practice in supporting EAL learners. The welcome emphasis on understanding the context of the lives of EAL learners helps to set the scene for professionals and carers. Having worked as teachers in mainstream schools, many of us are acutely aware of the demands made upon teachers. Using this guide will save time in the long run. If teachers have an understanding of where their students are emotionally, as well as academically, it will enable them to deliver truly inclusive lessons in which EAL students are able to thrive.

Fran Wood
July, 2023

Acknowledgements

This guide is the work of a dedicated team of colleagues from schools across Darlington in collaboration with a group of volunteers from Darlington Assistance for Refugees (DAR).

Representatives from the following schools participated in the working group:

Carmel College
Corporation Road Community Primary School
Harrowgate Hill Primary School
Hummersknott Academy
Longfield Academy
Northwood Primary School
Polam Hall School
Queen Elizabeth Sixth Form College
Reid Street Primary School
Rydal Academy
St Aidan's Church of England Academy
St Mary's Cockerton Church of England Primary School

The working group are grateful for all the good advice they have received, notably from colleagues from DBC and Darlington College who have been very generous with their time. They would also like to acknowledge the work of colleagues from other areas around the UK whose expertise has informed the content of this guide.

Alison Holland (Editor)

Glossary/ Abbreviations



EAL: English as an Additional Language

EMTAS: Ethnic Minority Traveller Achievement Service

L1: first or home language

LAC: Looked After Child

MFL: Modern Foreign Languages

NASS: National Asylum Support Service

NEMP: North East Migration Partnership

STEM: Science, Technology, Engineering and Mathematics

Tier 1 vocabulary: common, basic, every day words

Tier 2 vocabulary: academic words used in texts across multiple contexts

Tier 3 vocabulary: academic words that are discipline specific

UASC: Unaccompanied Asylum Seeker Child

Part One

Preliminary Considerations

It seems fitting to begin with the words of young people who are new to education in the UK

- Teachers didn't understand why I couldn't concentrate.
- Scary
- I wasn't sure what I could eat at lunchtime. I didn't know if the food was halal.
- It was hard to understand what was happening in school.
- I didn't know what to expect. I was frightened and crying when I visited the school the first time.

- It is good here and happy, it is funny.
- I am happy at the school, my teacher helps me.
- I liked having cards with key phrases on. It helped me feel less anxious when I was asking a question in class.

- I was always very successful in my lessons. Coming to a new country - a new school - and learning a new language was like starting from the beginning. This was very hard for me. So, when my teacher shows me what I am doing well, this gives me more confidence and helps me feel like the old me.
- I like having word lists in lessons so that I don't feel as lost.

- Something I find helpful is having one person I can go to in school. I like knowing I can ask her simple questions like where can I receive a new jumper, or I can tell her when I am having difficulties in my lessons. It makes life less complicated for me.

- It helps me to see things written down as well as spoken.
- My key worker helps me to pronounce new words. Some English sounds are new to me and sound very funny.

Introduction

The Guide to Inclusive Practice for Welcoming and Supporting EAL Learners has grown out of the Orientation Programme project, created and delivered by volunteers working with the local charity, Darlington Assistance for Refugees (DAR). The aim of that project was to make it easier for children of all ages to manage the transition into school in the UK by introducing them to 'how things work' on a practical level, looking at expectations and supporting school related language acquisition. From the beginning, the Orientation Programme was intended to be transitional, pending the development of in-house programmes – The Guide to Good Practice is the first step in that process.



The impetus to produce this guide arises from a desire within schools to welcome and support all EAL learners, including those born in the UK, living in homes where the first language is not English, and the children of economic migrants, as well as refugee and asylum seeking children and young people.

A group of colleagues, committed to improving the experience of young people in our schools, came together to share their expertise and produce the guide. The ambition of the working group is to encourage the adoption of a whole school approach to welcoming and supporting EAL learners that will be of benefit to all learners in a school; that the approach advocated in the guide will be fully integrated in everything a school does, and not only an add-on for a small group of learners.

It is anticipated that the guide will be useful to experienced practitioners as well as to those new to working with EAL learners.

Definitions

Definition of an EAL learner

EAL learners are learners who have been 'exposed to a language at home that is known or believed to be other than English' (Department for Education, 2019). Even if parents use English at home to communicate with their children but speak their mother tongue while talking to each other or to speak to other members of the family, their children are still classed as EAL learners.

Definition of the terms 'asylum seeker' and 'refugee'

In the UK, a person must apply for asylum before they are recognised as a refugee. An asylum seeker is someone who arrives here and applies for asylum. Based on the evidence presented, the Home Office then decides if their claim meets the definition of a refugee as set out in the 1951 United Nations Convention on Refugees: a refugee is someone who has fled their country due to 'a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion'.

New arrivals who come to the UK on resettlement schemes have refugee status on arrival.

Many of the new arrivals in our communities are isolated and very vulnerable and our schools need to be flexible in their approach.

Unaccompanied asylum seeking children/young people (UASC)

An unaccompanied asylum seeking child (UASC) is a person who, at the time of making their asylum application, is under 18 years of age or who, in the absence of documentary evidence, appears to be under that age and who is applying for asylum in their own right and is without adult family member(s) or guardian(s) to turn to in this country. A child is not unaccompanied if they are being cared for by an adult prepared to take responsibility for them.

Some of the children and young people seeking asylum attending schools in Darlington will be unaccompanied. This means that they arrived in the UK without an adult family member or guardian accompanying them. Some of these children/young people may have been placed in Darlington by another Local Authority. In our schools, an unaccompanied child is a Looked After Child (LAC) and will have links with a named Social Worker. Many of these children and young people will have experienced trauma including the loss of their parents and/ or siblings, or will have lived in war conditions.

Safeguarding

Trafficking is when a child/ young person is moved either within a country or into a new country for the purpose of exploiting them. They may be controlled by harm, including physical and sexual abuse, or threats of harm to themselves or their family. Fear of Voodoo or Juju may also be used.

They are made to work to pay back the cost of their travel to the UK – their debt bond. Children and young people who are not trafficked do not have this debt as usually a family member paid for their travel to the UK before they left their country of origin.

Some of the EAL learners, in Darlington schools may have been trafficked. Usually they will already have been identified as trafficked before starting their education here. In these cases, detailed information about how to keep them safe whilst at school will have been provided by the child/ young person's social worker. All UASC will be assumed to have been trafficked until proved otherwise in order to safeguard them.

Occasionally, a child/ young person may not already have been identified as trafficked prior to commencing their education in Darlington. If any school has suspicions that an asylum seeker/ refugee may have been trafficked they should immediately report their concerns to the child/ young person's social worker, if they have one. If they do not currently have a social worker, the Child Protection team should be contacted. They will then initiate a multiagency response to keep the child/ young person safe.

Emotional and Social Challenges

'The emotional well-being of EAL learners can be easily neglected but there is no progress or learning when the "soul is hurting". My pupils confide that they feel lonely, different, or isolated. Day to day, they are scared that they won't understand something, or that somebody won't understand them, or that somebody will laugh at them because they are different.' EK (TA)

Emotional and social difficulties seem to cluster under the following general headings.

A powerful sense of past and ever-present threat

- Trauma related responses. For example, reliving frightening moments in their refugee story (i.e. PTSD).
- Not feeling safe in the UK – some nationalities fear translators and secret service agents are operating under cover in Europe and the UK and spying on asylum seekers. (This is not without foundation as recent incidents with Turkish and Iranian agents in the UK and Germany have shown.)
- Threats to the health, safety and well-being of family members and friends left behind
- High levels of uncertainty and confusion, possibly including the risk of being sent back.

Possible manifestations:

- Hypervigilance
- High levels of physical restlessness
- Poor sleep patterns
- Panic attacks
- Avoiding others of the same nationality
- Quiet and withdrawn behaviours – avoiding close friendships or some face to face conversations for fear of having to tell their stories
- Presenting with what might seem to be aggressive responses… Seeming aggressive towards other students whom they might perceive as a threat – they have had to be very tough to survive what they have experienced
- Feelings of helplessness and hopelessness
- Lacking motivation to study because of their uncertain future here.

A powerful sense of loss

Grieving (or perhaps struggling to accept) the loss of their old identities and the groups they belonged to. They may be missing:

- A parent or parents
- Their siblings
- Their wider family network
- Their friendship groups
- Their identity (for example, as an academically successful student)
- A sense of nationality and belonging possibly linked to traditions, festivals, food and so on.

Possible manifestations:

- Previously academically successful students might appear overly confident or have unrealistic expectations about how they will cope with learning in a new language and within a different educational system
- There may be a reluctance to ask questions, seek help or admit to not understanding something as it might risk them 'losing face'
- There may be a perceived lack of motivation to adapt and commit to a course of action because of the dream of going home. (Low mood and low self-esteem may also be relevant here.)

Trying to negotiate the emotional minefield of their (understandably) distressed family unit

- Different cultures have different expectations and ways of expressing and dealing with matters related to feelings.
- Older students may feel they have to be mature before their time, succeed at school or college and be strong for their families.
- Children are quite often used as interpreters by their parents, in legal meetings and visits to the doctor for instance. Not only do they have no protection from the anxieties their parents face, they can also feel burdened by the responsibility placed on them, especially if expectations about their ability to translate legal and medical terms are unrealistic. Furthermore, they may not have the maturity to understand the context.
- The young people might experience extreme tiredness and feelings of being overwhelmed.

Possible manifestations:

- They may be reluctant to share their own fears and vulnerabilities with siblings or parents
- They may try to avoid worrying their parents by not talking to them about any problems they are having at school.

Misunderstandings that can arise from cultural assumptions

Possible manifestations:

- Etiquette: rules about saying 'please' and 'thank you', saying 'sorry' and 'excuse me' differ between cultures
- Students may communicate differently both in terms of their verbal and non-verbal behaviours
- Students might find it difficult to fully appreciate and comprehend some of the more nuanced phrases and idioms they hear
- Students might ask searching questions around social rules in an attempt to understand and learn different cultural rules and values.

Puberty and adolescence – and all that goes with these life stages!

Remember, these learners are still children who are developing and that they express themselves uniquely!

Some may face the difficulty of negotiating the differences between their family's values and UK social norms.

Interventions and Support

Interventions and support need to be **appropriate, planned and timely** and planned to match needs alongside the family. Direct therapy might not be appropriate for some refugee/ asylum seekers, even if they come from a culture that values treatment for mental health issues, as it might induce intolerable feelings of vulnerability. Those involved in supporting a student need to invest in building positive relationships and be sensitive to contextual factors.

Trauma Informed Practice

Childhood trauma refers to experiences that are deeply distressing or disturbing to a child. Adverse Childhood Experiences (ACEs) are a specific set of traumatic events or circumstances that a child may experience before the age of 18. It is axiomatic that children who have been forcibly displaced – especially unaccompanied asylum seeking children – will have experienced trauma.

Trauma can affect the way the brain is 'wired'. This can make learning and concentrating difficult. It can also significantly impact emotional regulation and relationships with others. The brain and body are constantly in fight or flight mode: imagine being chased by a tiger, then a moment later someone asking you to sit still and complete an algebra test. That is what school can be like for children seeking sanctuary in the UK.

Trauma Informed Practice or Trauma Responsive Teaching can therefore have a very positive impact. This involves staff being aware of how trauma can affect children, and adapting their practice to support them.

Examples include creating a culture of safety, equity and connection; promoting predictability and consistency; offering choice and opportunities for success.



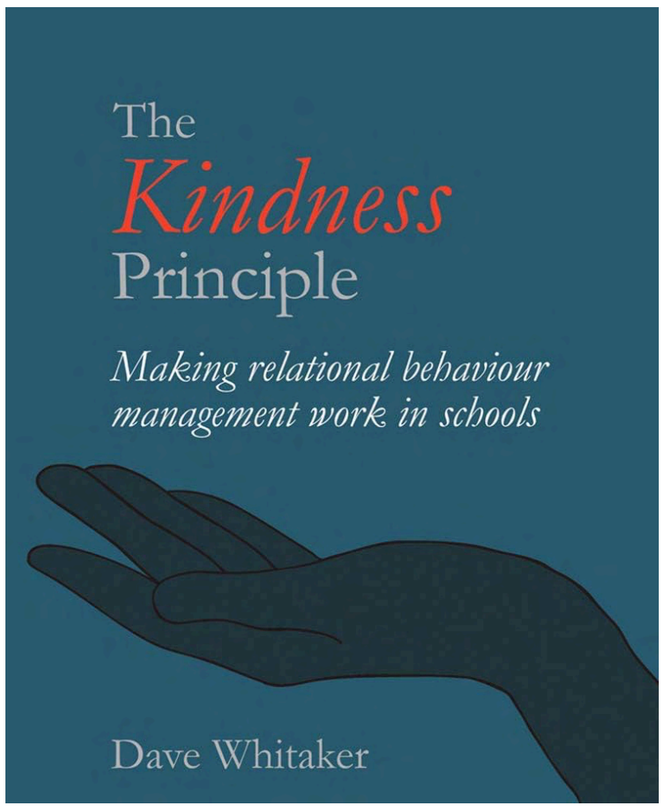
Interventions and Support

General principles include the following:

- Ensure that learners have a key person to go to, someone they can build a trusting relationship with. It is recommended that this person be invited to any meetings involving the young person, whether or not they actually have a designated role such as class teacher.
- Ensure that learners are aware of at least one 'safe place' they can go to.
- Those supporting a young person need to be positive and their interventions strengths based (i.e. what is going well?).
- Together with the young person, the adults are to identify de-stressing strategies that work specifically for them.
- Talking may not always be the best way forward but learners need to know someone is there for them when they do wish to talk.

Signposts to Further Support

The Kindness Principle: Making Relational Behaviour Management Work in Schools by Dave Whitaker (Independent Thinking Press, 2021) provides a particularly powerful overview of trauma responsive teaching for those working in education.



The International Rescue Committee offers online training sessions about creating Healing Classrooms. This free programme aims to support educators to develop inclusive and nurturing learning spaces where refugee and asylum-seeking students can gain the necessary academic, social and emotional skills to develop their full potential

https://www.rescue.org/uk/irc-uks-healing-classrooms

Useful links related to developing resilience and emotional well-being

Action for Child Trauma International
ACT International trains and supports local people working with children and young people traumatised by conflict, violence and disaster:
https://actinternational.org.uk/supporting-children-and-young-people-trauma

Bear us in Mind: A Psychological Toolkit for Children
Early intervention tools to support children and families experiencing separation, loss or bereavement: https://www.bearusinmind.org.uk/

The Child & Adolescent Mental Health Service (CAMHS)
https://livingwell.darlington.gov.uk/Services/1015/CAMHS-Emotional-We

Good Thinking
This is an online service created to help Londoners look after their mental health and well-being. They have produced a number of free resources designed to help people cope with trauma, including a workbook and a short film series: https://www.good-thinking.uk/workbooks/coping-trauma-better-mental-health

Mary Meredith: Compassionate Pedagogy in Practice
How Can We Support Traumatised Refugees in School:
https://marymered.com/2022/03/27/how-can-we-support-traumatised-refugees-in-school/

MindED
A bank of free educational resources on mental health: https://www.minded.org.uk/

World Health Organisation: Doing What Matters in Times of Stress – An Illustrated Guide
A free guide in 28 languages plus audio versions:
https://actinternational.org.uk/supporting-children-and-young-people-trauma

Solace
A charity which provides psychotherapy and support to the survivors of persecution and exile living in the Yorkshire and Humber region.
https://www.solace-uk.org.uk/
Solace operates in Leeds but under the Heading of Training and Expertise there is a useful and comprehensive package for teachers and those supporting families which is free: https://www.solace-uk.org.uk/new-free-e-learning .

Part Two

Welcoming Learners



Preamble

The way that EAL learners, including asylum seeking and refugee children and young people, are inducted into their new school is fundamental to their future success in education in the UK. It is essential to plan their induction carefully as early as possible. The following advice is good practice in the induction of any child/ young person entering the UK education system from abroad or from a family where English is not routinely spoken.

Decisions then need to be made about which year group to place the child/ young person in (in most cases this will be their chronological year group) and which groups or sets to place them in (middle to higher are recommended).

For secondary aged asylum seekers/ refugees their timetable and subject choices (if applicable) also need to be considered.



> "Refugees didn't just escape a place. They had to escape a thousand memories until they'd put enough time and distance between them and their misery to wake to a better day."
>
> Nadia Hashimi

It is important to recognise that asylum seeking/ refugee children and young people will almost certainly be showing signs of **trauma**, particularly if they are UASC. They may have witnessed horrific events. In the case of UASCs, their parents and other family members may have been killed or the children/young people may not know if they are dead or alive. The journey to the UK will also have been traumatic in many cases.

All asylum seeking/ refugee children and young people and many other EAL learners too are also coping with living in a **new country** where they may know no-one, are learning a **new language** and starting school possibly for the first time in their lives. They may be living with people who do not share their **cultural** background, language or religion.

Schools can play an important role by providing **stability** and a normal **routine** for asylum seeking/ refugee children and young people.

It is important that class teachers, subject teachers and any other relevant staff are aware that these children and young people may be suffering from the effects of trauma, loss, separation and change and that this may affect their behaviour in school as well as at home.

For pupils entering the English school system with a limited proficiency in English, there will initially be a discrepancy between their ability (what they are capable of in their first language), and their performance (how they display their knowledge through the use of English for academic purposes).

The performance of pupils new to English within a new learning environment will depend on a number of key factors.

Some of the most important factors are:

how literate they are in their first language
their exposure to formal education prior to their arrival
how comfortable or safe they feel at school and in the classroom
how much trauma they have experienced
the possibility of parental/ carer support.

It is generally accepted that it takes 1-2 years to become conversationally fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English.



Image courtesy of Centre For Educators Of Bilingual & Multilingual Learners Ltd

Pupils who are new to English will benefit from being integrated into mainstream teaching and learning experiences most of the time.

This enables them to:

develop oral fluency quickly
immediately feel part of the school
develop language in context
experience their full curriculum entitlement.

Additional support in class and some small group literacy teaching will be beneficial in the early stages, although pupils should not necessarily be withdrawn from Maths, Modern Languages or practical subjects where they can usually make good progress whatever their language level in English.

As experienced language learners, EAL learners often thrive in MFL subjects.



Getting Things In Place

Young Interpreter Scheme

Schools might usefully consider setting up a Young Interpreter Scheme whereby bilingual pupils use their language skills in a variety of ways to help new arrivals access English and feel part of the school. (See Appendix A for more information or visit the website: https://www.hants.gov.uk/educationandlearning/emtas/supportinglanguages/young-interpreters-guide)

Quotation from a Young Interpreter in Darlington:

"I speak Polish at home. I always viewed this as a bad thing - it was a barrier or an obstacle. I used to think I had to learn to 'be English' as fast as possible. Since I trained as a Young Interpreter, I have realised that being bilingual is awesome. It shows that I am resilient, and I can communicate well. I also get to help other people."

Communication Champions

Celebrate multilingualism in your setting with a training programme that helps students to support their peers who speak English as an Additional Language. All of the resources, including certificates, are provided, and a member of the Firgun Education team will deliver the workshops for you.

A Communication Champion is someone who has completed training to develop the knowledge and skills they need to support their peers who are new to English.
They act as a friend and mentor to students who are new to the school.

For further information, visit www.firgun.education



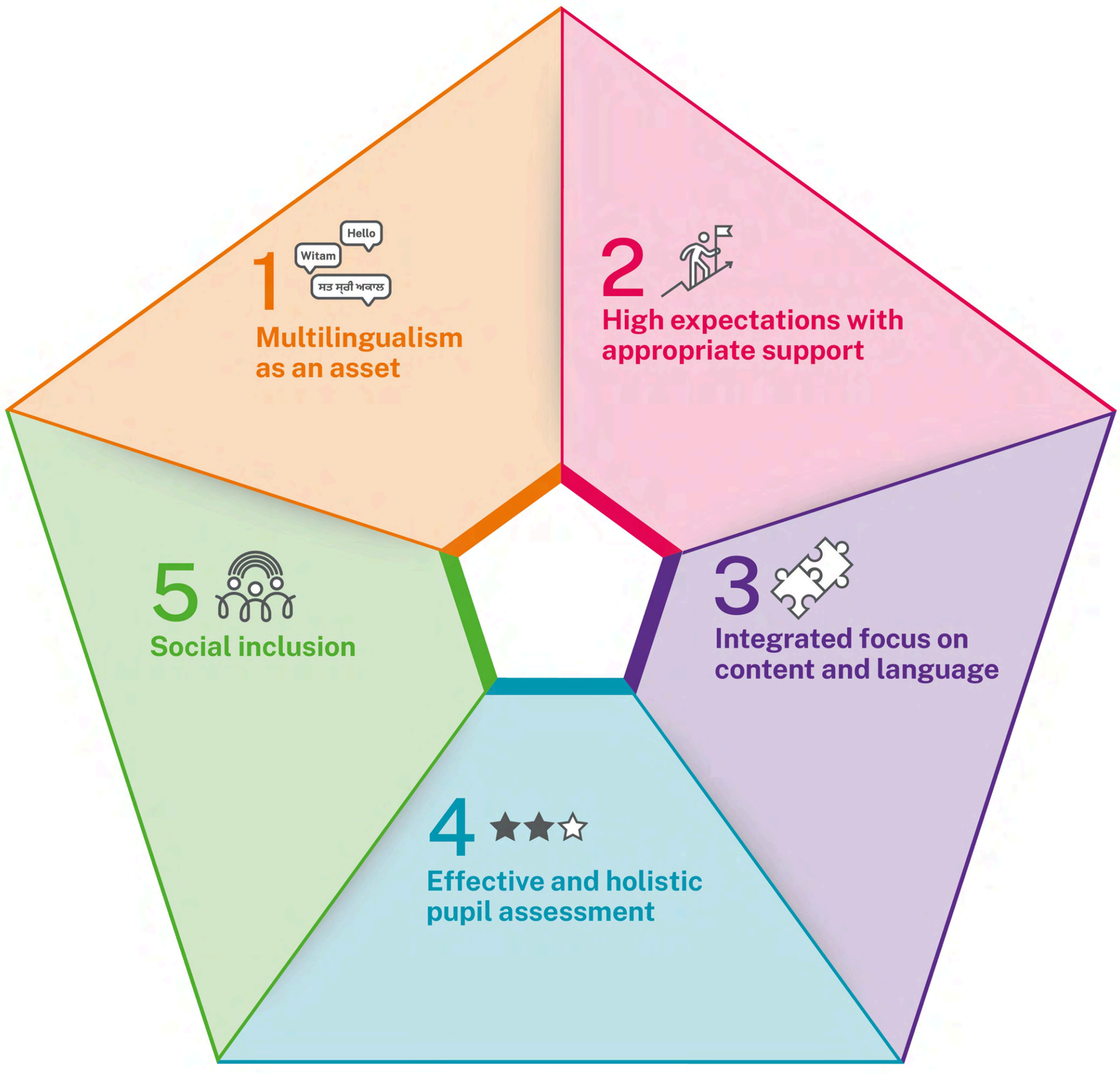
PRODUCING A SCHOOL EAL POLICY

In general, schools have a number of policies which are relevant to the teaching, learning and well-being of EAL learners. One of the main policies will be an Equality and Diversity policy.

In some schools, language will be covered by other policies such as a Literacy and communication policy. Schools with significant numbers of bilingual learners might consider producing a separate EAL policy. A model policy document can be found in Appendix B.

The Bell Foundation has produced **Five Principles to Guide EAL Pedagogy,** which may be useful in informing school policy. Further information is available on their website, and the image below can be downloaded for free here:

https://www.bell-foundation.org.uk/eal-programme/guidance/classroom-guidance/effective-teaching-of-eal-learners/



Schools of Sanctuary

Schools of Sanctuary is a national network of schools - from nursery to sixth form - all committed to creating a culture of welcome and inclusion for refugees and people seeking asylum.



To be eligible for the award, schools must demonstrate that they have implemented three key principles:

1.LEARN Schools help their students, staff and wider community learn about what it means to be seeking sanctuary and the issues surrounding forced migration. This knowledge helps to dispel myths and prejudices, as well as encouraging empathy and compassion.

2.EMBED Schools are committed to creating a safe and inclusive culture of welcome that benefits everybody, including anyone in their community seeking sanctuary.

3.SHARE Schools share their values and activities with their local communities.

'Becoming a School of Sanctuary has been a transformative process that has contributed to being recognised as a national inclusion centre for excellence.'

Victoria Kirkman, Headteacher at a School of Sanctuary in North Yorkshire

'When I came here, I felt sad and I felt a bit scared as well. Now I am feeling so different. I feel so happy now.'

Mohammed, Syrian resettled in the UK attending Widden Primary, School of Sanctuary in Gloucester.

'To me, School of Sanctuary is a gift. It has brought our community together, and that's what School of Sanctuary is all about.'

Stephen, a student at Carmel College, School of Sanctuary in Darlington

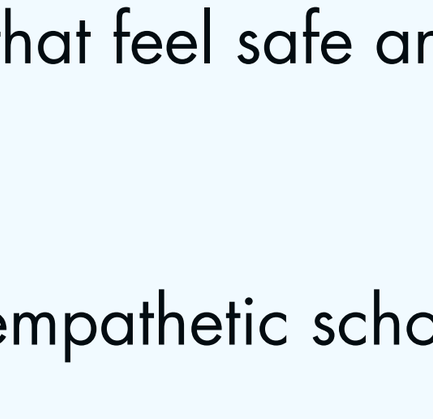
Schools of Sanctuary

Working towards becoming a School of Sanctuary encourages schools to focus on improving school performance in areas such as:

- Meeting the requirements of the **Equality Act 2010**
- Imaginative re-engagement with **curriculum** areas such literacy, language arts, geography, history, humanities
- Social, Moral, Spiritual and Cultural Education and '**British Values'**
- Building a school **culture** that reduces intolerance, hate speech and bullying
- Increasing **pupil voice** and promoting active and engaged **citizenship**
- Engaging **families** and strengthening the school's role in the local **community**
- Improving the **provision** of English as an additional language in school
- Helping improve pupil **outcomes** and **attendance** – students that feel safe and included will be more likely to attend school
- Promoting **well-being** and community cohesion by building empathetic school environments.

Find Out More

Visit https://schools.cityofsanctuary.org/become-a-school-of-sanctuary.



If you are based in the North East, email your Local Lead: amy@teesvalley.cityofsanctuary.org

PRE-ADMISSION

The admissions interview is an important source of valuable information. In many cases, the help of an interpreter will be needed, although Google Translate or an equivalent app can help people at the interview understand each other. It is very possible that for understandable reasons, families seeking asylum will be very wary of working with interpreters and this must be handled sensitively. (See Appendix C.)

During the interview, background information can be gathered to produce a Learner Profile. (See Appendix D.)

An information pack in a learner's first language can be extremely useful; contents can include: buddy information, a visual uniform guide, a visual guide to the layout of the school, and visual health questions.

Practical issues to be covered during the interview include:

- The **uniform** needed (bearing in mind that some learners will be unused to having to wear a uniform), where to buy it and any help that may be available with purchase costs.
- Arrangements for **food** for breakfast and at lunch times, taking into consideration any religious restrictions on what foods the child/ young person may eat, such as a halal diet, and how this will be catered for in school.
- The school **website** and how the school will **communicate** with parents.
- The **school day**, including start **times** and finish times and **expectations** around children being accompanied to school and who will bring them and who can collect them.
- Expectations related to **attendance** and informing school about an **absence**.
- Learners can be asked for their views on what they would like to study at school and about what their **aspirations** for the future are in terms of the kind of work they would like to do.
- A **home visit** can be useful – parents may speak more freely and be more open.
- If appropriate, parents and carers may find it helpful to be **introduced** to other parents and carers who speak the same language.

Once In School

Above all other considerations, the overriding need is to make learners feel **welcome** and **safe** in school.

Maslow's hierarchy of needs, applied to educational settings, helps us to understand that students are available to learn only once their physiological needs, their need for emotional and physical safety, their need to feel they belong and their need for healthy self-esteem have been met.
(See Appendix E.)

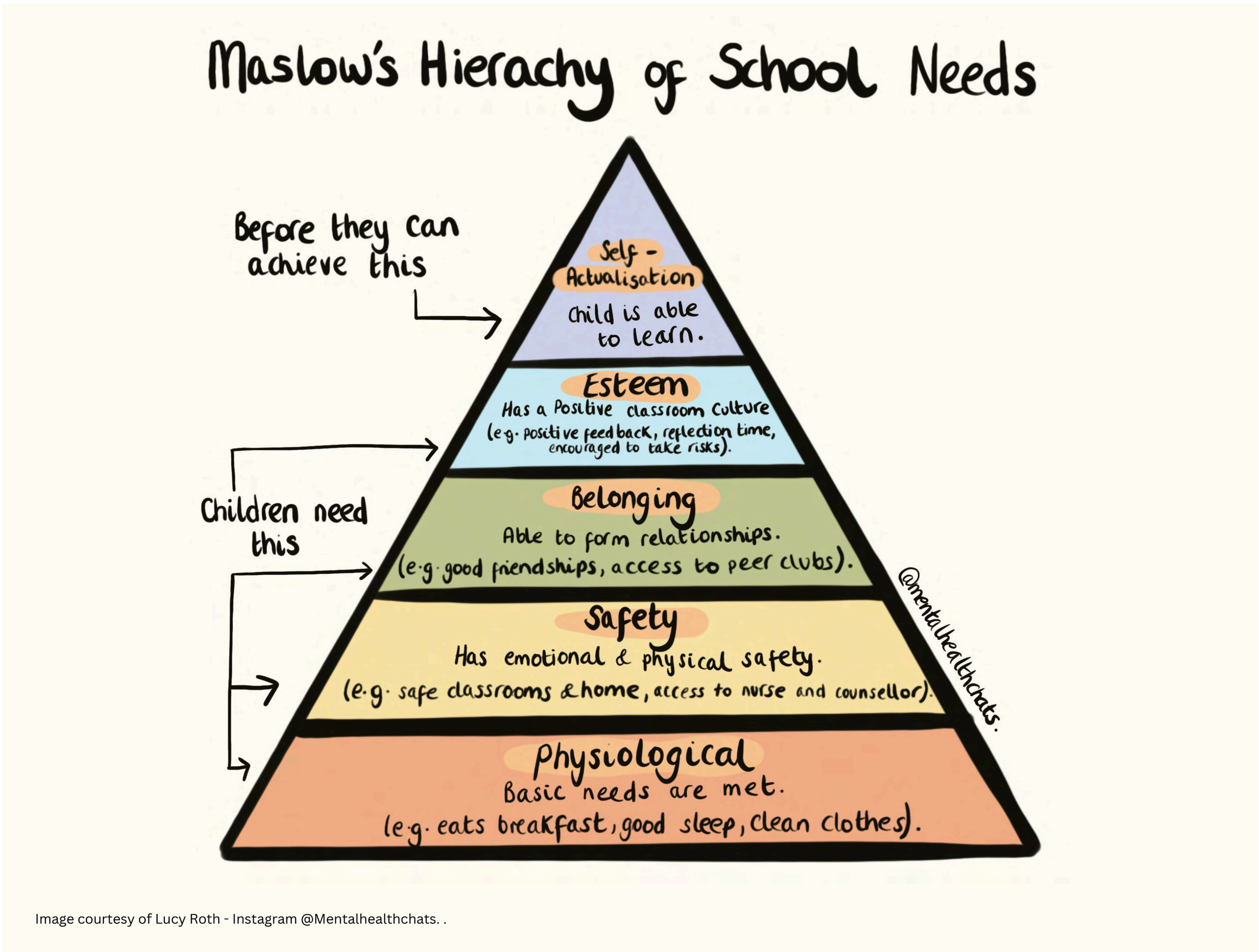


Image courtesy of Lucy Roth - Instagram @Mentalhealthchats. .

As a matter of principle, it is the responsibility of every member of school staff to work with EAL learners.

A **welcome pack** which includes basic information about the school, including photos of key people and places, a visual timetable and some survival language with pictures can be a big help on day one.



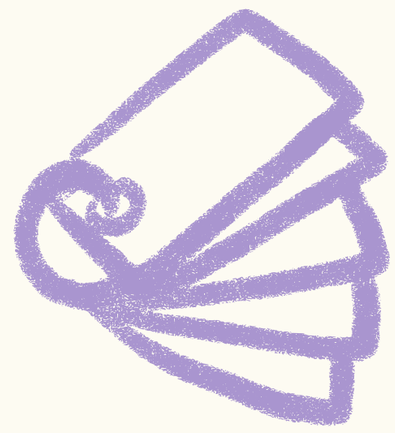
Teach basic **survival language** including: I don't understand, please repeat*, please speak more slowly, please explain, I don't know, I can't remember, please can I go to the toilet? (See Appendix F for a list of school-related vocabulary.) Students may benefit from having copies of these phrases to keep with them, and it would be useful for all staff to use the same phrases to aid understanding and overlearning. *Be aware that simply repeating what has just been said is rarely helpful.

Pictures with text can be helpful.

Students will also need support with **tier one vocabulary**, as well as accessing the **explicit teaching** of tier two and three vocabulary with other learners.

If **parents** are given copies of the same phrases, they can learn them too and help their children to practise communicating their needs at home.

Vocabulary fans in different places around school, such as in in the dinner hall, enable staff to support EAL learners.



Use a **buddy** system.

·Check on the **emotional well-being** of the child/ young person regularly

· Ensure that they know **who** to go to if there are any problems.

· Organise and agree a **safe place** where the pupil (and buddies) can go if problems arise.

· Have very **clear systems** in place to deal with any challenging behaviour resulting from **trauma**.

Ensure that the child/ young person has been told about what after school and lunch time **clubs** are available and knows the details of times and days for any that they wish to attend. Encourage attendance to at least one club wherever possible as this is a good way of **making friends.**

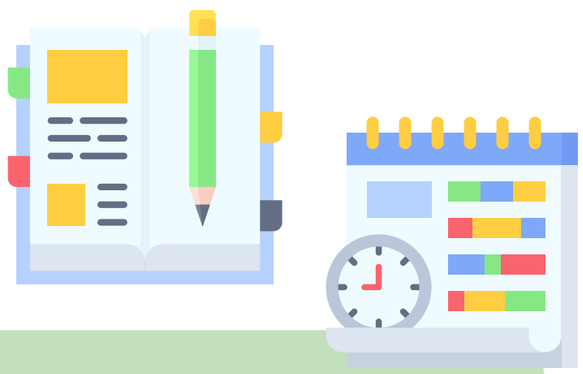




Promote **social integration** through providing opportunities for learners to s**hare information on their country and culture** with peers and staff, as appropriate, and ensure multi-culturalism is **represented** and **celebrated** within the school setting.



Explain key school **rules**.



Give the learner a card or bookmark or lanyard with their **school details** (tutor group, head of year group and so on) and perhaps some basic survival language on the back, together with a copy of their timetable so that staff and other learners are able to help effectively if they are lost.



Be aware that fire alarms/ fire drills can be extremely distressing for some EAL learners.

Establish frameworks to ensure new arrivals can **share** their thoughts on their induction and first days and weeks at school to drive **school improvement.**

After a few weeks, consider inviting **parents and carers** to a meeting to discuss how their child is settling in and to offer support if needed.

The induction process over the first half-term can be **monitored** straightforwardly using a **checklist** accessed and updated by colleagues who are involved in a learner's progress. (See a model checklist in Appendix G.)

Initial Assessments

As part of initial profiling and based on observations, the DfE EAL Proficiency Scale can be used to give an early indication of a learner's skills in English. (See Appendix H.) For learners aged 7 and above, a sample of their writing in English, as well as a sample of their reading, can help to ascertain their current working level.

Once sufficient evidence is available to make a more confident assessment (after about half a term in school), tools such as the Bell Foundation EAL Assessment Framework can be used to support school staff to make informed formative and summative assessment judgements about their EAL learners and with tracking of these learners' progress in their acquisition of English over time. This Framework is linked to the Proficiency Scale. (For more detail, see Monitoring Progress and Setting Targets/ Assessment.)

There are more straightforward alternatives the Bell Foundation EAL Assessment Framework but there can be subscription charges for using the software.

EALStar is a good tool to ascertain and track learners' levels in writing, reading, listening and speaking. Details can be found here: https://www.ealstar.co.uk/

Inclusion Hub also provides an assessment tool together with a range of resources. Details can be found here: https://www.inclusionhub.co.uk/

An example assessment tool developed by Corporation Road Community Primary School can be found in Appendix I. Using this tool, learners' language proficiency can be assessed each half term and interventions updated.

The Bell Foundation

EALSTAR
SCHOOLS: TRACKING. ASSESSMENT. REGISTER.

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Grouping

· Promote **academic achievement** by grouping EAL pupils according to **cognitive** level rather than English language level.

· Generally, place them in the correct **chronological** year group in **mid to high ability groups.**

· New arrivals need access to **strong role models** in terms of language, learning and behaviour.

· New arrivals are best supported in the **mainstream** classroom where they can access the same teaching and learning opportunities as their peers.

· **1-2-1 support and small group** teaching, preferably in the classroom, can be helpful, including in building relationships and promoting trust, but it is important that this is not used as an alternative to class teaching.

· **Additional staff** and bilingual assistants are generally most successful when they support EAL learners in the classroom and when **aims of lessons and key vocabulary are communicated in advance.**



Planning

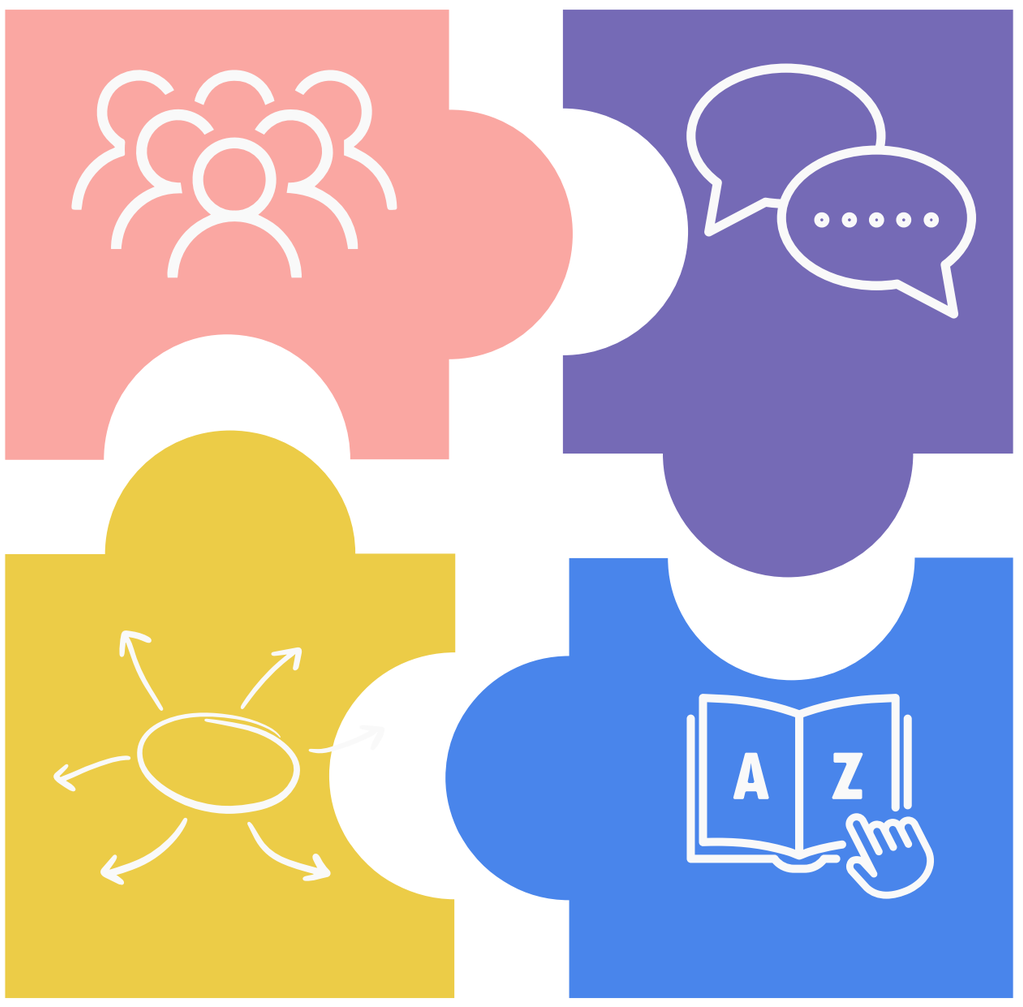
In writing schemes of work and medium term plans, teachers should consider the following questions:

1. What **opportunities** are there to explore ideas **orally** and **collaboratively**?

2. How can teachers (or additional adults or other children) **model** the key subject **language** needed?

3. What specialist **vocabulary** do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?

Learners with secure, well-developed skills in their **first languages** should be encouraged to use these to support their learning.



Identify language **demands** of lessons and decide what vocabulary and concepts could be pre-rehearsed in L1.

Plan for teaching and learning of **subject-specific vocabulary**.

Provide **lists** of vocabulary and key texts in advance for learners to **translate*/** annotate/ rehearse at home prior to the lesson. *In this context, 'translate' is used to mean 'gain an understanding in L1', not produce a polished equivalent text.

Promote mind-mapping, note-taking and drafting in L1 as tools for learning.

Plan to use plenty of **visuals** to support input.

Classroom Management/ Organisation

Teachers should **welcome** an EAL learner, preferably by name, and tell them their name clearly and write it down for them. The importance of pronouncing learners' **names** accurately cannot be overemphasised; it is a huge part of their **identity**.

Deciding who a new arrival will sit with will both support and affect their progress. Ideally, this could be a child who speaks the same first language but is more advanced in English or a **supportive** English speaker. This may change with different tasks and over time.



Make sure they sit next to their **buddies** or a pupil who provides a **good model of English and behaviour.**

Avoid them sitting and working alone – **collaborative** work with a partner or small group is much more effective.

Involve the learner in classroom **organisational tasks** (e.g. handing out pens)

Position new to English EAL learners last in **turn-taking games.**

Ensure they sit at the **front** where they can see the board and the teacher. Lip reading/ watching how the lips move to make different sounds is an extremely important component of successful language learning.

·**Minimise background** noise as this makes it harder for EAL learners to learn.

Use of Language

· Ensure that names are **pronounced** correctly and naming conventions are understood.

· Do not **S H O U T!**

· Do not exaggerate pronunciation.

· Do not use telegrammatic English – speak in **sentences**.

· Speak clearly and **enunciate** using authentic natural language.

· Use shorter, **less complex** sentences for pupils in earlier stages.

· Use a slightly slower rate of speech – being careful to maintain the **natural rhythm** and flow of the language.

· Use longer, but natural **pauses**.

· Use **fewer pronouns.**

· Be careful of **idioms** and slang. **Explain** them when they occur.

· Encourage pupils to compare and contrast their languages. Recognise that their **first language is a tool for learning.**

· Ensure that there is **familiar** writing and script on welcome posters and notices.

· Posters and pictures of members of the learner's **community** or country of origin, with a mixture of rural and urban images, can also help.

· Give children an opportunity to **hear their family language(s)** – use songs and stories in appropriate community languages and books with pictures featuring members of their community participating in everyday British life as well, will add to children's sense that there is a place for them in their new country.

Language Learning

· Include language development **objectives** in planning.

· Consider the language **demands** of the lesson.

· Identify the language **function/s** (ideally, no more than 2).

· Identify the **structures** needed to express the functions.

· Explicitly **model** the language (text and talk).

· **Pre-teach** key words, for instance by including a short **word bank** at the start of new lessons.

· Give pupils opportunity to use and **rehearse** the language **orally**

· **Repetition** is important at all stages of language learning. When a learner gaining in confidence in English constructs a sentence incorrectly or uses a word inappropriately, recast what they say and model the correct form back to them.

· Include opportunities for speaking and listening:

o **Paired talk** – should be embedded across the curriculum
o **Collaborative** learning activities
o **Drama** activities
o Playing **games** during breaks can help learners build friendships and encourage them to speak.

· Do not worry if at first the beginner hardly says anything. This could last for up to two terms or longer for a new arrival and is a recognised characteristic of EAL learners.

Part Three

Supporting Learners



General

Successful strategies:

• All EAL learners at every level will benefit from learning **phonics**; they need to be able to recognise and repeat the sounds of English, know how to blend the sounds, know how the different sounds are represented, know letter names and how to form letters, and practice reading and writing from left to right.



• If a learner is not familiar with the **Latin-based alphabet** and has learnt to write in a different script, ensure that there are **daily opportunities** for supported and independent **handwriting practice**. If this means attending a handwriting slot in another class with a different age group, it is important that the learner and their parents receive a clear explanation as to why this is being done.

• Using a **phonics-based literacy programme** such as Fresh Start would be beneficial, particularly for students who are unfamiliar with the Latin-based alphabet. This can give them the skills needed to **decode** unfamiliar words.

• Providing **visual** support including, pictures, diagrams, and demonstrations

• Other **learners** can be a resource; use them to **demonstrate** the activity/task.

• Providing learners with their own **copy of the text, slide**s and so on, so that key words, phrases and sentences can be **highlighted** and/ or translated and diagrams and pictures annotated.



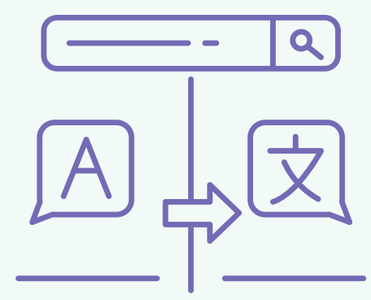
• Write corrections and comments in clear handwriting.



•Adapting resources given to the class, for instance by highlighting key sentences, rearranging information on worksheets so that key information stands out.

• Introducing new topics/ themes by incorporating relevant **examples** from a variety of **cultural sources** which are relevant to the EAL pupils' experience.

• Using Google Translate or another **translation app** to give instructions, produce immediate translations, both spoken and written. It is important to bear in mind that the translations produced by apps are not always accurate – the more simple the language, the more accurate they are. (See Appendix J for a list of apps.)

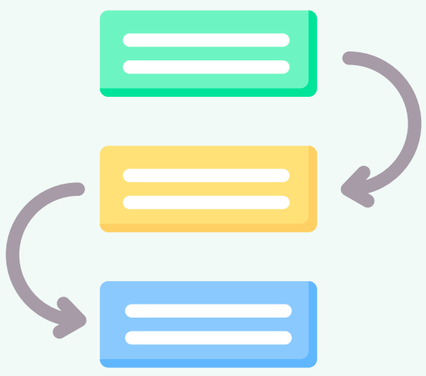


• Reduce **cognitive load** where possible.

• Be aware that working in a language that is not your first language can be extremely **tiring**; consider allowing EAL learners to have a reduced timetable and / or to take **time out** during registration or at the end of the day. Or allow them to take a **break** – perhaps reading a book in their first language.

• Ensure that appropriate **homework** tasks are set and that any homework is clearly written down by the teacher so that help may be given in a homework club or at home

• EAL learners, including beginners, should always be given homework if other learners receive it, even though there may need to be adaptation in terms of tasks set. An example of an **accessible homework task** could be to ranslate key vocabulary given by a subject teacher into their first language.



• Give single-step instructions and repeat the same instructional phrases.

• Use **concrete examples** to talk about abstract ideas or concepts.

• For complex tasks explain in small steps **checking pupil understanding** after each step. However, avoid asking the learner directly 'Do you understand?' as they are most likely to say 'yes'!

• Give parents **useful websites** for EAL and help with homework, such as the British Council's Learn English Kids and Learn English Teens and BBC Bitesize KS1and KS3 and GCSE Bitesize, which have grammar exercises for EAL learners. (Links can be found in Appendix J.)

• Providing learning objectives before a lesson can be useful; parents may be able to **pre-teach**; older learners may find it helpful to use online resources to **prepare** for a lesson.



Speaking and listening

Successful strategies:

- Provide opportunities for learners to **rehearse** ideas or **draft** in L1 (their first language) for activities where English language demands are high.
- Don't insist on a **verbal response** if the learner is not ready.
- Allow learners to demonstrate their thinking in **alternative ways.**
- Use **closed questions** and accept non-verbal responses.
- Help to build learners' confidence with responding in English through using **audio recording tools to practise,** and facilitate work in pairs and then groups.



- Allow for more **thinking time** when asking questions.
- Ask learners to **rehearse** an answer with a partner before answering.
- Use appropriate **feedback** to highlight learner errors and correct appropriately by **modelling** correct forms. In this way, any errors are quickly identified and dealt with to reduce problems. Provide examples of **patterns of language**. However, with early stage learners, respond to the content of what they say rather than to the form. Too much correction at an early stage will have a negative impact on their self-esteem and confidence when using the new language.
- Participation: Encourage learner **involvement** and learner talk. This can be very difficult however because generally EAL learners do not want to participate in classroom activities and are significantly shyer than other learners. To overcome this problem it is necessary to intentionally create **opportunities** for EAL learners to participate in the lesson in small group situations. This will help learners learn, practise and rehearse language. Most EAL learners do not have the opportunity to practise English at home therefore it is important for them to have as many opportunities as possible to practise in the classroom

Reading

Successful strategies:



- Provide a **dual language dictionary** or e-device when funding allows. Students are entitled to use a bilingual dictionary in exams (unless the paper has a SPAG mark) and so it is important for them to become familiar with this way of working.
- Source translated texts.
- Encourage **pre-reading** of curriculum-based materials in L1.
- **Train learners** to make best use of translation tools and help them to learn how to use L1 to support their learning.
- Highlight important **vocabulary** in texts in English - learners can translate vocabulary into their stronger language ahead of the lesson where the text will be explored.
- Encourage pupils to create their own **dual language glossaries.**
- Make the **purpose** of reading **explicit**.



- Read **aloud** to pupils.
- Teach pupils how to find their way around **text books** and how to use index, contents, etc.
- Show pupils **how** to write **questions** before starting research.
- Help pupils decide whether to **scan or skim** read or **close** read.
- Ask pupils to transfer information from text to **diagrams**.

- Encourage and show pupils how to use the **library** for research and pleasure.

Secondary:

- Provide **simplified** versions of key literacy texts and where possible, show a **dramatisation** of the text and provide extra opportunities for viewing – possibly at home.

Primary:

- New arrivals will benefit from being **read to** in both English and their first language.

- **Sequence pictures** to support retelling of stories in English or their first language



Writing

Successful strategies:

- Offer opportunities to discuss, plan, take notes, annotate, draft and write in their **first language** (L1) to learners who are literate in L1. (Pupils literate in L1 can demonstrate their learning in more detail if they are encouraged to write in L1, especially true of new-to-English pupils.)

- If a learner writes in a language you cannot read, ask them to **talk** to you about what they have written and/ or use Google Translate or an alternative translation app to produce a version in English.

- Find **alternatives** to writing for learners who are not literate in their L1 and who are at the beginning of learning English e.g. talk in L1, create a **talking book.**

- Provide **adapted** activities where learners can still explore the **same topics** as their peers e.g. research in L1, close activities, use of **apps** to demonstrate learning, such as **ComicLife or Book Creator** or, particularly at primary level, tasks such as fill in the blanks using a word bank and **match up** pictures to words/ phrases/ sentences.

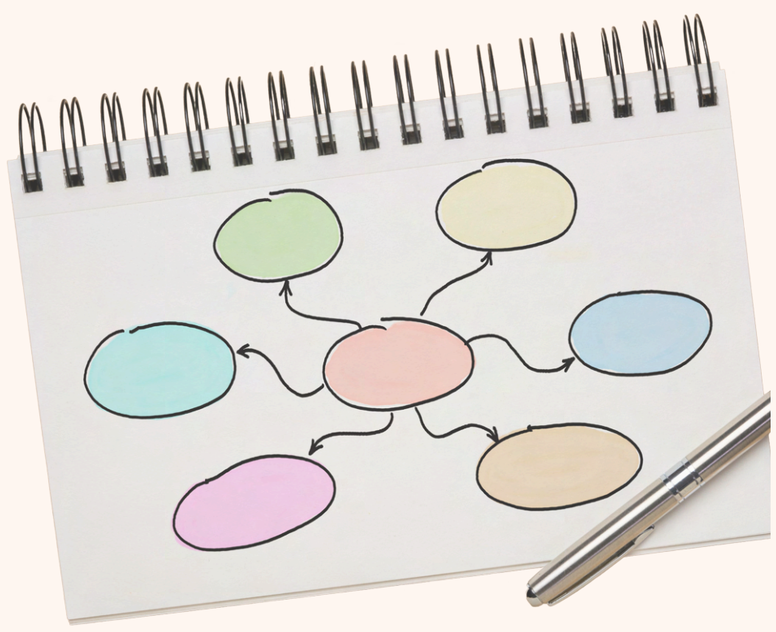
- Continue to create lots of opportunities for **talking before writing.**

- Make sure learners are clear about the **purpose** and **audience** for their writing.

- Point out the differences between language used in **speech and writing.**

- Help pupils use appropriate level of **formality**.

- Give pupils **model** texts before asking them to write.



- Show pupils how to organise writing using planning **frameworks, graphic organisers,** and so on.
- Support extended writing with **frames** and key **connectives** to link ideas.
- Use **mind maps** to help with organising their ideas.

- Use **computers**: word processing allows learners to make use of spell checkers and grammar checking.*

**Ensure that all staff are aware of any potential safeguarding issues relating to computer access which may affect a child/ young person who was trafficked – the child/young person's social worker will be able to provide information on this if applicable.*

- Ask pupils to evaluate, correct and redraft their writing.

- Sentence starters and vocabulary banks can aid pupils when they are completing extended writing tasks.

- Using **true/ false statements** to build up a short continuous piece of work.

- **Cutting out and inserting pictures** into a workbook together with selecting and copying related sentences provided it is within the context of the lesson.



- Tracing or drawing **pictures, maps or diagrams and labelling** them with words, phrases or short sentences supplied by the teacher.

- Compiling a **picture glossary** of vocabulary relating to the subject, for example, science equipment.

- Adding words to a **vocabulary** list and learning **spellings**.

- Asking leaners to create **tools for writing** as part of their homework.

- Putting words in **alphabetical** order.

- Writing **'true' or 'false'** about a given sentence.

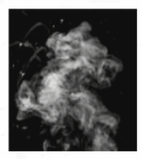
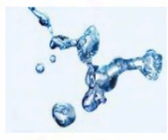
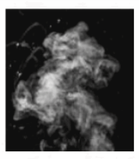
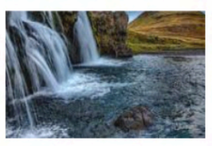
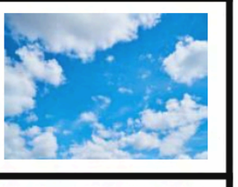
- Answering simple questions with yes/ no or one word answers – later this can be **extended** to a phrase.

- Copying sentences by **choosing** one of two alternatives, for example, Julius Caesar was a Roman/English general.

- Using **substitution tables.**

The water cycle

Image courtesy of EAL Hub - incluisonhub.co.uk

Evaporation	occurs when	the sun	rises ↑	water vapour. 
Condensation		 the water	 flows	becoming a liquid. 
Precipitation		 the water vapour	changes into	    as rain, hail, sleet or snow.
Percolation		 the liquid	 shines	warming up the water. 
Surface run off			trickles 	across the ground into rivers and streams 
			cools 	forming clouds in the sky 
			falls	through soil and rocks 

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- **Filling in blanks** in sentences or short paragraphs:

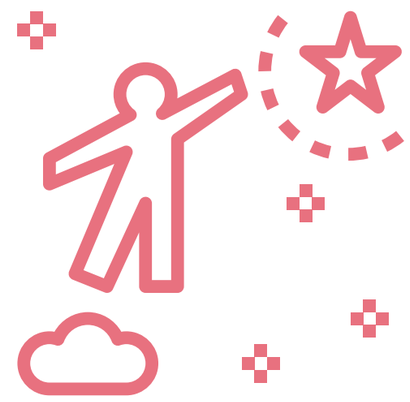
o Where the words are given elsewhere on the worksheet but mixed up
o Where a picture or diagram of each word is given
o Where the first letter of each word is given
o Where the words have to be supplied from memory.

- **Sequencing** sentences to form a short, continuous piece of writing.

- Answering multiple choice questions with 3 or 4 alternatives, for example, underline the correct words to finish the sentence. Then copying the sentences out.

Monitoring Progress and Setting Targets

It is encouraging to remember that new arrivals often make rapid progress.



Aspirational targets need to reflect more accelerated progress in order for these learners to catch up with their peers.

Set high expectations of children/ young people; the majority of EAL learners will be of average and above average ability.

After allowing for a settling in period of at least a few weeks, the learner should be assessed to provide a baseline for their future academic achievement.

*Best EAL assessment practice involves an **observation** based approach to EAL, **sampling** the individual's speaking/listening, reading and writing as the pupil goes along and **avoiding test-style assessment** situations as it is known that test-style assessments are significantly less likely to yield accurate results for learners of EAL than they do for native speakers of English.*

When possible, track the progress of the child/young person in their acquisition of English using an EAL-specific scale such as the Bell Foundation's EAL Assessment Framework.



Alternatively, English language proficiency can be explicitly tracked using a school's normal tracking system which is likely to be a simpler solution.



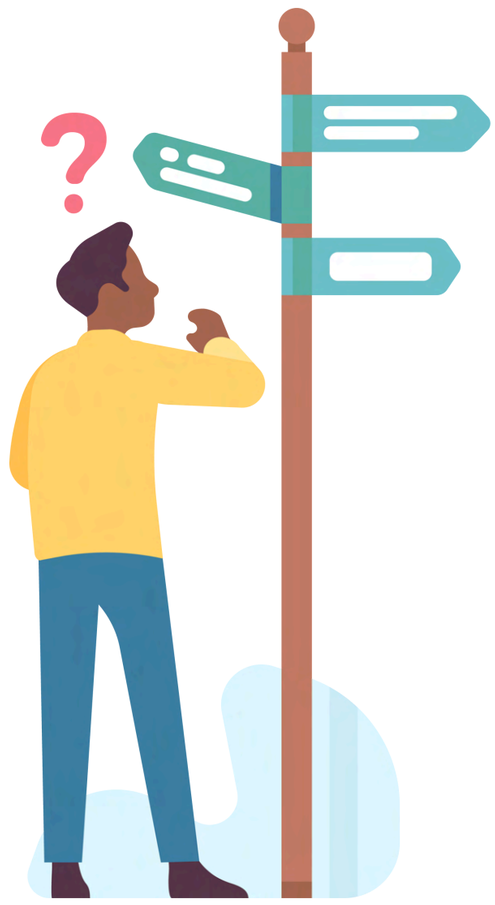
Achievable next steps/ language learning goals should be regularly agreed with learners.

Consideration should be given to carrying out a first language assessment. This can have a significant positive impact on learners, including an increase in confidence; it also allows an accurate identification of SEN.



Meeting the Particular Needs of Late Arrivals in Key Stage 4

The particular aims of induction for this group of learners are:



· To support the learner in understanding the **UK education system** and the **options** available to them (including their options up to the age of 19)

· To support the learner and their family in understanding the various **qualifications** available to them and how these link to possible future **career** choices (including Level 1 and Level 2 qualifications such as GCSEs).

· To provide appropriate **pastoral, linguistic and curriculum support** in order for them to **participate** effectively in mainstream classes as soon as possible.

Flexibility in responding to a late arriving learner is crucial. Each learner's needs should be considered individually, their own views and **aspirations** for the future sought, previous **educational background and prior achievements** noted and provision and support planned accordingly. A learner's **prior education** should be built upon. Therefore, as part of the induction process, an open discussion should be had with the **learner and parents/carers** to determine the most suitable timetable.



As there is not a 'one size fits all' path for late arrivals; different approaches to provision should be considered and **tailored** to meet an individual's needs, including:

· A full Key Stage 4 **timetable** leading to ten or so GCSEs.

· A **reduced** timetable leading to eight or nine GCSEs with **flexibility** built into the timetable to allow learners to, for example, catch up with any missed controlled assessments (where applicable) or to rehearse key skills.

· A part-time timetable in school leading to some GCSEs or other appropriate qualifications together with a part-time college course e.g. **ESOL** or a **vocational** course related to the learner's interests and work aspirations (this might also involve doubling up some core subjects such as a learner attending year 10 and year 11 maths lessons). However, in practice, organising this kind of **alternative provision** faces a number of practical barriers, including funding and timetabling.

Whichever path is determined to be the most suitable for the individual learner, schools should also consider entering learners for a **GCSE** in their **first language** (where available).

Support for learners taking heritage language GCSEs:

· Assessment of the learner's first language skills so that they can be entered at the **correct level**

· A **practice** session to familiarise learners with the exam format and types of questions

· A **mock** exam prior to taking the GCSE

· Administering the oral part of the exam. Different examination boards have different rules about who is authorised to **conduct oral exams**. For further advice see Appendix K.

Why enter learners for a GCSE in their home/ heritage language?

· To value bilingual skills and achievements

· To promote self-esteem of bilingual learners, particularly at a time when they may be finding other areas of the curriculum difficult and other exams difficult to access

· To raise awareness within the school of the different languages used by pupils.





Image courtesy of Centre For Educators Of Bilingual & Multilingual Learners Ltd

Back-yearing

The phrase 'back-yearing' applies where learners are placed in a year group lower than that of their chronological age. For example, a 16-year-old learner should be placed in year 11 but will be deemed to be back-yeared if placed into year 10.

The particular **needs of the individual learner** and how these will be best met must be at the very heart of any decision to back-year. When making the judgment, many factors must be considered including both short and long-term issues.

As the norm, EAL learners should be placed in a year group which reflects the learner's **age**, with the individual needs of a learner met by differentiating and adopting suitable support strategies in class.

It is only appropriate to consider back-yearing for a learner where the learner has had extremely limited experience of formal education or **significant gaps** in their schooling and/ or has limited literacy skills in both English and first language(s). Therefore, a learner's Learner Profile, which provides an assessment of their skills in both English and first language(s), should be taken into consideration during the decision-making process.

In considering back-yearing for any learner, the following factors should be taken into account:

What objective evidence is available to justify any decision to back-year the learner concerned?

Does the proposed action respond to the educational needs of the learner based on available evidence?

Has the proposal the strong support of all parties with a legitimate interest in the learner's education, including the learner?

Has it been clearly demonstrated that the educational progress which could reasonably be expected of the learner cannot be achieved by their joining their **chronological** year group?

Would the learner's **physical, emotional and social developmen**t be seriously impaired if they were not placed in a different year group?



Often, the decision to back-year a learner is based on the premise that it would support them to achieve **greater academic success**. However, careful consideration should still be given to the possible impact on the learner.

The key measure is whether an additional year would make a marked difference to examination results.

In some circumstances, beneficial decisions can be made to back-year learners. For example, a learner of Year 11 age with good literacy skills in their first language and **aspirations** to attend university in the U.K could be placed in Year 10, instead of Year 11, to allow additional time for their English language skills to develop and to give sufficient time for controlled assessments, where applicable, to be completed before attempting GCSEs.

Transition to Key Stage 5

It is essential that comprehensive and consistent transition arrangements are in place for EAL/ refugee students when moving from KS4 to KS5, particularly when moving to a new setting.

Detailed information needs to be provided to the receiving setting as there are implications for:

- Helping the student to settle in and feel **welcome**
- Ensuring any existing **access arrangements** are in place or assessing whether access arrangements are appropriate
- Ascertaining whether the student is eligible for **Post-16 funding** in Further Education
- Adhering to **safeguarding** regulations relating to circulation of adult learners in Further Education classes.

A proposed template for the sharing of transition information relating to EAL/ refugee students can be found in Appendix L.

Effective careers and progression guidance is also critical to the effective transition of EAL/ refugee students.

Depending on their language levels and the duration of residency in the UK, it can be a good idea to encourage these students to take up STEM, practical and language subjects at post-16 as they are less reliant on intrinsic language and require new, specialist vocabulary learning for all students regardless of native language.

This can also be taken into consideration when considering KS4 option choices.

Communicating with Families

Share key information about the education system, including transition between key stages, attendance, free school meals, options for KS4, post-16 pathways and so on.

North East Migration Partnership (NEMP), in collaboration with the Regional Refugee Forum North East, has produced **resources** in a number of languages which are useful for explaining the education system in the UK to parents and carers: https://www.nemp.org.uk/resources/

Actively **liaise** with parents/ carers to help them to support their children's learning.



Identify **specific** ways in which parents/ carers can **support** their child's learning and stress the importance of **maintaining their first language.**

Keep parents **informed** of **topics** being covered in class and encourage them to discuss and research these in their first language.

Send home visual **vocabulary flashcards** relating to topics being covered in class, and provide ideas on how to play games with them.



Give parents **useful websites** for EAL and help with homework, such as the British Council's Learn English Kids and Learn English Teens and BBC Bitesize KS1and KS3 and GCSE Bitesize, which have grammar exercises for EAL learners.

(See Appendix J for a fuller list of useful games and apps.)

Facilitate **access to school life** by providing dual language information and bilingual support especially for parents' evenings, events and workshops.

Monitor parental **participation**, to ensure that vulnerable parents are able to participate. Where this is not the case identify ways to support enhanced **engagement**.

Identify ways in which asylum seeker parents can **volunteer** in schools. (For instance as volunteer classroom assistant, parent ambassador, parent champion.)

Use an **online communication channel,** such as a n app or Teams, or a student planner or dedicated notebook to communicate with home. Keep English simple or write messages in their first language if you can arrange this.



Establish a home/ school liaison link with **one named teacher/ support staff** member to liaise at regular intervals (for example Friday afternoons) with the family, on behalf of colleagues.

Encourage parents to switch on the **subtitle function** on the home TV so the learner can listen to and read the English as they watch.

Encourage the family to join the local public **library** to borrow books and DVDs as well as use the ICT facilities.

Signpost parents/ carers to sources of **support**.

> Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.
>
> -Education Endowment Foundation

PRACTICALITIES

Entitlement to Compulsory Education

All children/ young people of statutory school age, including asylum seekers and refugees, have the **right** to **free education**. This includes young people aged 16-19 who are entitled to attend school sixth forms or Further Education (FE) colleges.

School Admission

Admissions authorities/ schools must by **law** treat any application from a child/ young person seeking asylum in the same way as any other application. The fact that the child/ young person may speak little or no English does not matter.

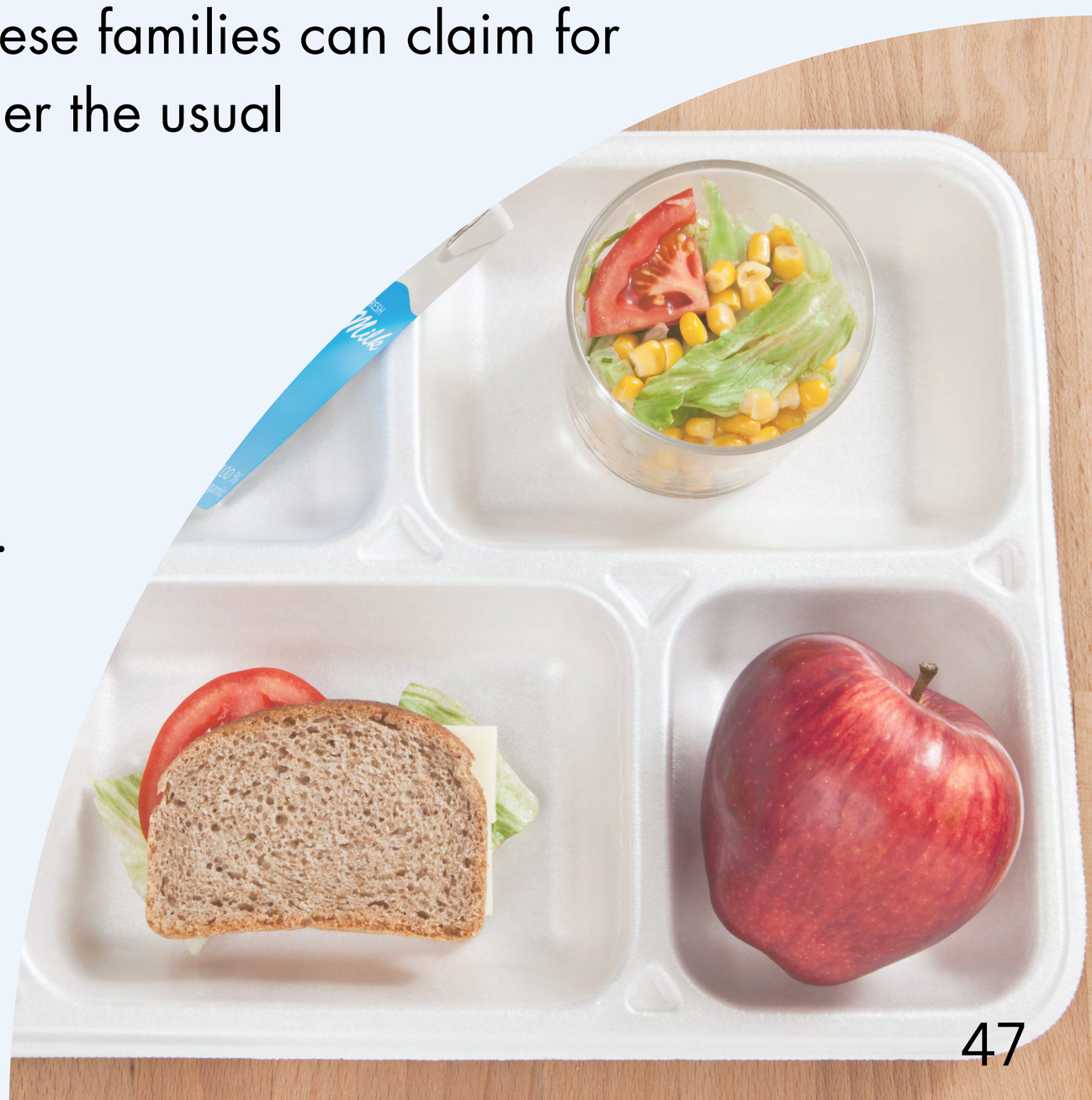
Free School Meals

· If a family has been issued with **vouchers** from the National Asylum Support Service (NASS) then a child is entitled to free school meals (and milk, where provided).

· Asylum seeking children whose parents/ guardians are in receipt of benefits, supported by Social Care or the National Asylum Support Service (NASS) are also entitled to **free school meal** and these families can claim for free school meals in the usual way under the usual eligibility criteria.

· Schools need a family's National Asylum Support Service number (NASS Number) to apply for free school meals. NASS numbers are usually 9 digits and in the format: YY/MM/12345.

· Asylum seekers receiving asylum support under section 95 are also eligible for free school meals.



· Refugee families should be eligible for FSM under the no recourse to public funds (NRPF) rule, in place since April 2022.

· Local authorities are able to access the Department's Eligibility Checking System (ECS) to determine a household's **eligibility** for free school meals.

· If a family is not able to provide a National Insurance Number, or if a parent feels that the result returned by the ECS is inaccurate, they may provide the equivalent **paper-based evidence** to their local authority or school to check.

· It is n**ot a requirement to have a National Insurance Number** when first applying for Universal Credit. However, one will be allocated during the new claim process, which families will then be able to provide as part of their application for free school meals.

· UASCs are not entitled to free school meals. Money to use in the canteen at lunch time should be provided by the UASC's carer or alternatively they can provide a packed lunch.

School uniforms

Schools should have a clear **policy** regarding support for the **provision** of school uniforms.



Guidance on using Pupil premium/ Pupil Premium Plus

For UASCs, some additional support could be **funded** through the Pupil Premium Plus grant. Other asylum seekers/refugees may qualify for Pupil Premium if their family is receiving support under Part VI of the Immigration and Asylum Act 1999.

Current school funding arrangements also enable local authorities to allocate a proportion of their funding to schools on the basis of the number of pupils in each school who have **EAL**, and who have been in the school system for a maximum of three years. Local authorities, in agreement with their schools forum, have the freedom to set the pupil rate for this, based on local circumstances.

Tests, Exams and Qualifications

Key Stage 2 SATs:

As with other children, EAL learners should not take the Key Stage 2 SATs if they are working below the overall standard of the tests. They should also not take them if they arrive in the UK shortly before the SATs take place and there has not been sufficient time to assess whether they are working at the overall standard of the tests or not.

For those who are working at the standard of the tests there are a number of possible **special arrangements** that are permitted. Full details of the arrangements for the current year with criteria for eligibility and information about when the arrangements are and are not permitted to be used can be found on the Department for Education's website: https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements

GCSEs:

At GCSE level, EAL students are entitled to use a **bilingual dictionary** in exams (unless the paper has a SPAG mark) and so it is important for them to become familiar with this way of working. If they meet certain criteria, they may also be entitled to **extra time.** Students are not allowed to have translated papers, but schools may explore the use of supervised **rest breaks and readers**. Further information can be found here: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/

Schools may also wish to consider entering EAL learners for alternative qualifications such as Level 1 qualifications and heritage language exams.

School Performance Tables

The published KS4 national results do not look at performance for refugee students, although EAL information is available. Schools can opt to remove new starters arriving from overseas from their results, provided they have joined after the start of Year 10 and from a country where the native language is not English. These pupils still count in the national results.

Useful Links



Darlington Assistance for Refugees (DAR)
General enquiries: schools@darlingtonrefugees.org

The Bell Foundation
A comprehensive collection of advice and resources including webinars and the following:

EAL Programme: https://www.bell-foundation.org.uk/eal-programme/

EAL Assessment Framework: https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/

New Arrivals Guide: https://www.bell-foundation.org.uk/eal-programme/guidance/diversity-of-learners-who-use-english-as-an-additional-language/new-arrivals/

Parental Involvement Guide: https://www.bell-foundation.org.uk/eal-programme/guidance/parental-involvement/
The importance of supporting the home language and a guide to how parents can help their children

Better Bilingual
http://www.betterbilingual.co.uk/
Consultancy, training and EAL resources, including a Model EAL Policy for Schools

The EAL Academy
https://theealacademy.co.uk/
Consultancy, training and EAL resources

EAL Star
https://www.ealstar.co.uk/
EAL assessments, tracking and next steps

International Rescue Committee
https://www.rescue.org/uk/irc-uks-healing-classrooms
Free training sessions on creating Healing Classrooms

The Muslim Council of Britain
https://mcb.org.uk/resources_categories/education/
Resources for education

North East Migration Partnership (NEMP)
https://www.nemp.org.uk/resources/
Resources include presentations and videos in a range of languages, including Arabic, Farsi and Pashto. 'Parenting in the UK' explains the UK's education system, what parents can expect from schools and what schools ask of parents. The information has been selected by parents who themselves arrived in the UK as refugees or asylum seekers. It is based on what they wish they had known when they first arrived.

The Red Cross Tracing Service
http://www.redcross.org.uk/trace

Schools of Sanctuary
https://schools.cityofsanctuary.org/
Resources to create a welcoming and inclusive society

South East Grid for Learning
https://newarrivals.segfl.org.uk/
Online background information collation tool for new arrivals in 18 languages

The Red Cross Tracing Service

The Red Cross provides an **international** message and tracing service for people who have become **separated** from close relatives as a result of war or natural disasters. They can search for relatives and **pass messages** to them even in hard to reach places such as refugee camps. The service is totally **confidential** to the young person. No information will be given to anyone else. The child/ young person may need reassurance about this, in particular reassurance that no information will be passed on to UK Visas and Immigration. Using this service will not affect their asylum claim in any way.

The Red Cross Tracing Service can be contacted by using the following webpage: http://www.redcross.org.uk/trace

Resources for Teachers and TAs

Ideas for strategies to use in class: Great Ideas (The Bell Foundation): https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/

Provider of CPD for educators and tuition for students: www.firgun.education

English language teaching resources and worksheets: https://www.englishwsheets.com/index.html

Activities and worksheets: Collaborative Learning Project: http://www.collaborativelearning.org/

The CLIL Resource Pack: photocopiable and interactive whiteboard activities for primary and lower secondary teachers: https://www.amazon.co.uk/CLIL-Resource-Pack-Photocopiable-Photocopiables/dp/3125017297

Perfect English Grammar: Help with grammar, including verb tenses: https://www.perfect-english-grammar.com/

7ESL: Free online English lessons, dictionaries and study skills: https://7esl.com/

ComicLife: A tool to use comics to promote language learning and literacy: https://plasq.com/education/take-comic-life-to-school/

Book Creator: https://bookcreator.com/

Fresh Start: Phonics for learners in years 5 and 6 and secondary school: https://www.ruthmiskin.com/programmes/fresh-start/

Penguin Readers: books written for learners of English as a foreign language, including fiction, non-fiction and versions of the classics https://www.penguinreaders.co.uk/

APPENDICES

Appendix A
Young Interpreter Scheme

Information taken from: https://www.hants.gov.uk/educationandlearning/emtas/supportinglanguages/young-interpreters-guide

What is the scheme?
The Young Interpreter Scheme® provides additional support to pupils who are learning English as an Additional Language (EAL), to their families and to schools. It recognises the huge potential that exists within each school community, for pupils of all ages to use their skills and knowledge to support new learners of English, so that they feel safe, settled and valued from the start. Many schools have well-established buddy systems for new arrivals. The Young Interpreter Scheme® does not replace the need for buddies but adds to it and is a means of providing more extensive peer support. Young interpreters undergo specific training to prepare for this role and are selected on the basis of different personal qualities they may have. The support they can offer to a newly-arrived pupil can be very reassuring from a parent or carer's point of view at a time when their child may be adapting to substantial changes. It also supports school staff in a variety of ways at different points during the school day.

How can I train Young Interpreters at my school?
Hampshire EMTAS has published guidance and training materials to support schools with the implementation of the scheme. The Primary guidance includes training materials to use with pupils at Key Stage 1 and Key Stage 2 while the Secondary guidance can be used with pupils at Key Stages 3 and 4. All the materials needed to set up the scheme and train Young Interpreters are available online on Moodle where interactive media and guidance can be accessed by practitioners.

Who is the scheme for?
Making the scheme available to both bilingual and monolingual learners can be very powerful in developing empathy amongst English speakers towards some of the challenges and difficulties that pupils new to English may be facing. There is guidance in the pack to support Young Interpreter coordinators when inviting pupils to participate.

Is this scheme right for my school?
The scheme can be used in a variety of settings – either where a number of pupils share the same language or where there are isolated EAL learners. This additional support can be very reassuring from a parent or carer's point of view at a time when their child may be adapting to substantial changes. It also supports school staff in a variety of ways at different points in the school day.

What do Young Interpreters do?
Bilingual pupils use their language skills in a variety of ways to help new arrivals access English and feel part of the school. Alongside English-only speakers, they learn different strategies to clarify, explain and 'interpret' a whole range of school activities, systems and procedures to new entrants through the medium of pupil–friendly English where their first language isn't shared by other pupils or adults. Young Interpreters do not replace the need for professional adult interpreters. Exhaustive guidance on the role of Young Interpreters and situations where it is most appropriate to involve them can be found on Moodle. Young Interpreters are trained and guided by a designated member of the school staff who can ensure pupils' safeguarding.

What do children and young people think about their role?
"We are extremely proud to be part of this excellent scheme!" International Community School, Amman, Jordan
"I get a great sense of achievement when I see the students I have supported do well in their lessons." Jake, William Howard School, Cumbria
"I got picked because I have lots of different qualities: I like to help people and I work quite hard in all my lessons." Chloe, Fairfields Primary School, Hampshire

How can I get hold of the materials?
To purchase a subscription to the Young Interpreter Scheme® on Moodle and join the world of the Young Interpreters, visit the website using the link above.

Appendix B

A Model EAL Policy Document

The Rydal Academy
Policy for supporting pupils with English as an Additional Language (EAL)

Accepted by: Local Governing Body, May 2022
Approving Body: Local Governing Body
Committee: LGB
Review Cycle: 3 years
Last reviewed: May 2022
Date for next review: May 2025

Aims and objectives
The purpose of this policy is to:
define The Rydal Academy's approach to children with English as additional language (EAL)
raise awareness of EAL
support all EAL children so they can achieve to the best of their abilities
promote multilingualism, national heritage and cultural diversity

Aims:
To support every EAL pupil to develop their understanding and communication in English
To support every EAL pupil to develop effective reading and writing skills in order to fully access the curriculum
To respect and value cultural diversity, multilingualism and educational experiences EAL pupils bring to The Rydal Academy
To implement an explicit whole school approach to EAL learners and their education
To apply suitable adapted support to pupils needs and English proficiency
To make sure all staff are aware that education of EAL pupils is the responsibility of the whole staff
To promote awareness that the better a child communicates in their first language, the greater competence they will achieve in English.
To encourage children to use and practise English language in a supportive and understanding environment
To support EAL parents – by such means as translated communication, transition leaflets

Objectives:
- To support each individual pupil to the best of their abilities
- To build each EAL pupil's self-esteem and well-being by holistic support, alongside a welcoming and understanding overall school's environment
- To support each pupil's self-esteem by judging them on their skills rather than English proficiency
- To offer appropriate support by assessing EAL children's skills and needs
- To support staff by equipping them in knowledge necessary to judge pupils' needs and progress
- To monitor EAL pupils progress in order to make decisions about curriculum planning and/or adaptive teaching

Definition
The Department of Education defines an EAL learner as:

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

This includes pupils who are fully bilingual and all those at different stages of proficiency in English. The Rydal Academy uses Bell's Foundation levels of English Proficiency to assess children's stage of development.

EAL pupils may be:

- newly arrived to the country with no English
- newly arrived to the country with some understanding of English
- newly arrived to the country from an English speaking international school
- born abroad, in a non-English speaking country, but moved to the UK before starting school
- born in the UK in a family who do not speak English at home
- born in the UK with the parents speaking English to a child but using a different language to communicate with each other and other adults
- born in the UK with one English speaking parent and the other parent speaking another language

School Ethos

At The Rydal Academy pupils, staff, parents and carers are able to develop their skills and knowledge collaboratively through highly productive relationships in an atmosphere of support, understanding and consistency.

That means that every pupil is supported to access a broad, holistic, and explicit curriculum, adapted to their abilities and needs. While English language is best learnt through the whole curriculum, we realise that it is not a one-off activity and it is everyone's responsibility to teach the English language across the school. The best progress is made when EAL pupils are integrated with their peers and have access to the whole curriculum offer.

Our aim is that every pupil entering our school will feel valued, supported and welcomed. When entering our school, each EAL pupil with little or no English will be given opportunities to be assessed and complete schoolwork in their home language. After settling in the new environment children will be assessed against English Proficiency Codes and offered activities, specifically adapted to them.

School environment

To support EAL pupils within the school environment we will ensure:

- classrooms are socially and culturally inclusive.
- resources, policies and communications are accessible in the family's mother tongue.
- pupils see themselves reflected both ethnically and culturally in the resources used within the school.

Staff training and development

Staff will have regular access to training and development opportunities that will ensure:

- all teaching and support staff have knowledge about pupil's mother tongue, they can recognise their strengths, boost their self-esteem and encourage them to a smoother transition in becoming bilingual
- all staff are aware that it takes time to first start to understand and then to speak in a different language and even more time to become fluent in a 'spoken like language'
- all staff are aware that a spoken language does not go hand in hand with the academic language and spoken abilities cannot reflect the academic (reading or writing) abilities
- all staff are aware that additional support may be needed even though a pupil may appear orally fluent

Admissions

On arrival at the school, whether it be at the usual point of entry (Nursery, Reception) or in-year admissions:

- Individual needs will be collected and reported to the Headteacher, class teacher and EAL support by the Admissions Officer
- Where possible, information about pupil's academic levels will be collected as soon as possible (if possible previous grades, certificates etc) from the previous school
- Within the first half-term an English proficiency assessment (Bell Foundation's levels of English Proficiency) will be carried out and a proficiency code will be assigned to each pupil
- Each EAL pupil will receive a welcome pack which includes basic information, survival language and support on the first day in school

Curriculum, teaching and learning

All EAL pupils will follow the whole school curriculum. Some pupils may be withdrawn for short periods of time to access a language intervention and/or phonics sessions.

Staff will/may support learning English in various ways:

- by translating work/using bilingual worksheets
- by enriching the environment with visual scaffolds
- by planning and preparing adapted worksheets
- by setting appropriate expectations; by monitoring progress
- by recognising all EAL pupils' needs including awareness that they may require more processing time or a scaffold to answer
- by securing and creating opportunities for talking and making sure that talking activities always precedes writing tasks
- using EAL support and resources already existing in school
- providing in class support through supporting adults or peers

Monitoring and review

The Rydal Academy Local Governing Body will regularly monitor and review this policy to ensure guidance is kept up to date with research informed best practice and to reflect systems and routines within the school.

Related policies

Swift Academies Single Equality Scheme and Equality Objectives
The Rydal Academy Accessibility plan
The Rydal Academy Teaching and Learning Policy
Swift Academies Curriculum Policy

An alternative model policy can be found at Better Bilingual:
http://www.betterbilingual.co.uk/2017/09/30/model-eal-policy-for-schools/

Appendix C

Using Interpreters

Make sure that your interpreter speaks the same language as the child/ young person or parent/guardian, including the same dialect if relevant, and is also able to read and write in this language.

Be aware that if the child/young person or parent/guardian is from an area of conflict then the possible political affiliation/ ethnicity of the interpreter may be an issue. If concerned about this check with the interpretation agency when booking, speak with the child/young person's social worker about suitable interpreters if an UASC.

Similarly if the child /young person has been trafficked, advice on suitable interpreters to use should be sought from the child/young person's social worker and/ or Barnardo's. It is not unheard of for traffickers to seek work as interpreters in order to track down the location of young people that they have lost contact with.

An interpreter of the same sex as the child/ young person or parent/guardian may be more appropriate especially for those coming from cultural backgrounds where the sexes are more segregated than in the UK or in cases where the child/ young person has suffered from child sexual exploitation (CSE).

UASCs will already be familiar with meetings involving the use of interpreters and will already have experienced at least one before starting school in the UK (probably with UK Visas and Immigration). It may be possible to arrange to book the same interpreter that was used before – the UASC will probably find the process easier with a known interpreter. The UASC's social worker will be able to advise on previously used interpreters and whether they would be suitable to use in school.

Be aware of cultural issues depending on the background of the interpreter. It may not be appropriate to shake the hand of an interpreter from certain backgrounds, for example, especially if they are of the opposite sex. Similarly, it may not be appropriate to maintain prolonged eye contact with them, especially if they are of the opposite sex.

Hiring Interpreters

Agencies
Everyday Language Solutions: https://everydaylanguagesolutions.co.uk/
(Please use the contact form to suggest additions to this list.)

Alternatives
Darlington Assistance for Refugees (DAR) Volunteer Interpreter Scheme
DAR is compiling a list of volunteer interpreters happy to help in schools. Support can be accessed via this link:
https://docs.google.com/forms/d/e/1FAIpQLSecjYUG10w_4LRZr4d6dRFWWevo8sCfTb2mLCkUhmTQwFCNVw/viewform
Wherever possible, you will be put in touch with someone who can help. If you know someone who would like to be added to the register, please ask them to complete the online registration form that can be found here:
https://forms.gle/E3mf4HYkNX7gMM1c8

Darlington College:
DAR is working in partnership with Darlington College.
Students on the Community Interpreter Course who need volunteering experience to gain their qualification will be offered the opportunity to join the DAR Volunteer Interpreter Scheme.
Funded training for volunteer interpreters may be available subject to eligibility criteria. If you know anyone who may be interested in undertaking training, they should contact the Adult Skills Training and Employment Team at aste@darlington.ac.uk

Tarjimly: https://tarjim.ly/en
The Tarjimly mobile app connects volunteer translators and interpreters with displaced people. When a refugee, asylum seeker, or humanitarian worker requests a translator for a particular language, Tarjimly's machine learning matching algorithm selects the best translator available from our community of 24,000+ people. This person is then connected in a live chat with the person in need, where they can send text, photos, or start a phone conversation

Appendix D

Learner Profile Template

To be used by school staff to gather information before and during admission meetings in conversation with parents and carers, ideally with the help of an interpreter or a translation app if an interpreter is not available.

Background Information

Learner Profile

FIRST NAME: (And, if different, what does your child like to be called?)

FAMILY NAME:

DATE OF BIRTH:

AGE:

GENDER:

CARER(S):

RELATIONSHIP:

WHAT POSITION IS YOUR CHILD IN THE FAMILY? 1 2 3 4 5 6 7 8 9

Name	Age	School	Notes

WHERE WAS YOUR CHILD BORN?

HAS YOUR CHILD LIVED IN ANY OTHER COUNTRIES?

WHAT DATE DID YOUR FAMILY ARRIVE IN THE UK?

WHAT DATE DID YOUR FAMILY ARRIVE IN DARLINGTON?

WHAT LANGUAGE(S) DO YOU SPEAK AT HOME?

WHAT OTHER LANGUAGES CAN YOUR CHILD SPEAK?

WHAT LANGUAGES IS YOUR CHILD ABLE TO READ AND WRITE?

WHAT LANGUAGES ARE YOU ABLE TO READ AND WRITE?

FIRST LANGUAGE PROFICIENCY: If possible and where appropriate, with the help of an interpreter, ask the learner to read and write something in their first language. Is their first language use age-appropriate?

PREVIOUS SCHOOLING: How much previous education has your child had? What age did they start school? Have there been any gaps or interruptions in their schooling? What are typical teaching styles and expectations in your home country? Was your child in mixed or single-sex classes? What expectations were there with regard to parental involvement? What was yo**ur child's attainment at their previous school? Did they enjoy school and were they achieving well? What subjects did they learn? What qualifications did they gain or were they working towards?**

RELIGIOUS AND CULTURAL CONSIDERATIONS: Does your child have any dietary needs to take into account? Are there any issues regarding clothing and changing for PE? Do they need a space to pray? Are any special arrangements needed during Ramadan and other religious festivals?

ENGLISH LANGUAGE BACKGROUND: Did your child learn any English before coming to the UK? Do they have any qualifications in English language from their home country?

ENGLISH LANGUAGE PROFICIENCY:
What level do you think your child has in speaking English? Do they speak: well/ a little/ not at all?
What level do you think your child has in reading English? Do they read: well/ a little/ not at all?
What level do you think your child has in writing English? Do they write: well/ a little/ not at all?

(When appropriate use the DfE EAL Proficiency Scale to indicate the band within which observations suggest the learner is able to operate.)

WHAT ARE YOUR CHILD'S INTERESTS, STRENGTHS AND ASPIRATIONS?

IS THERE ANYTHING ELSE YOU WOULD LIKE US TO KNOW ABOUT YOUR CHILD? SEND, health issues, allergies, separation or trauma

Appendix E

Maslow's Hierarchy of Needs



See: Abraham H. Maslow, 'A Theory of Human Motivation', Psychological Review, 50(4) (1943): 370 - 396. Available at: https://psycnet.apa.org/record/1943-03751-001

Maslow's Hierarchy of Needs in Practice

Children who have been forcibly displaced, or whose first language is not English, may feel an absence of autonomy in their own lives and in relation to their futures. Where possible, we should try to give them a voice and allow them to make decisions and create a sense that they are in a position to make decisions. Interventions should be student led; we can ask them what they need, rather than assuming we know what is best.

When considering these needs, it is helpful to refer to Maslow's Hierarchy and its importance for understanding the journey of the students in our care. When they arrive at school, it is likely that their basic physiological and safety needs will have been met, albeit they may need things like a uniform and stationery. The next phase – love and belonging –can be more challenging for new arrivals, particularly if they are still learning the language. Staff can support children in developing friendships by using things like buddy systems or flexible grouping in lessons. If there is an opportunity for children to work with someone who speaks their language – be that a peer or an adult – this connection can be enormously comforting. We should also be mindful of students' self-esteem and how many opportunities for success they can access in a typical day. Pupil voice is a simple yet powerful tool at our disposal when evaluating this. Finally, in Maslow's Hierarchy, is self-actualisation, or the desire to become the most that one can be. It is vital that children's ambitions are not foiled by circumstance, so short and long-term goals should be designed in such a way that our students maintain faith in their own abilities and aspirations.

Appendix F

School Related Language

Classroom Vocabulary

desk
table
chair
whiteboard
cupboard
tray

pen
pencil
crayons
rubber
ruler
paper
notebook
exercise book
folder
file
text book
computer

Managing in the classroom – key language

Good morning/ afternoon
Hello
During registration– yes, present, here
Put up your hand
Listen
Silence
Be quiet
Line up
Please can I go to the toilet?
May I have a … please
I need a … please
Here you are
Thank you
I don’t have a ….
Sorry

Look
Read
I don’t understand
Please repeat that
Please speak more slowly

School day

days of the week
timetable
form teacher/ class teacher
subject teacher

teaching assistant
registration
assembly
breaks/ playtime
dining room/ dinner hall

School subjects

English
literacy
maths
numeracy
science
IT
history
geography
French
German
Spanish
DT (Design Technology)
PSHE (Personal, Social, Health Education)
art
music
sport/ PE

School uniform

school uniform
shirt
tee shirt
tie
blazer
trousers
skirt
cardigan
sweatshirt
socks
tights
shoes
coat

PE kit
shorts
joggers
tee shirt
swimming costume
swimming trunks

Appendix G

Model Checklist for Induction

Name		
Class		
Date of Arrival		

Stage	Actions	Date and Name
Pre arrival	Prepare pack in native language	
	Pack includes buddy information, visual uniform guide, visual guide to layout of the school, visual health questions	
	Enquire languages spoken	
Tour of school	HT or DHT show around school alongside child who can speak to the family	
	Share pack and ask if there are any questions	
	Share uniform or give uniform if appropriate	
	Gather background information for learner profile (ongoing process)	
Child's first day	Young interpreter to meet the child and show them where to go	
	Young interpreter gives child a tour on their own	
	HT or DHT try to introduce parents to other parents who speak the language	
	Teacher with young interpreter give child some 'survival language' cards	
	Child sat with young interpreter	
End of first week	Assessments carried out in phonics and maths – phonic assessment should focus on sounds	
End of second week	Intervention timetable set	
	Scaffolds in place in class	
	Use of an iPad/ bilingual dictionaries as appropriate	
	Invite parents in to discuss their child and offer support if needed	
End of first half term	Assess child using the language proficiency grid	
	Update interventions	
	Child will be assessed every half term using the language proficiency grid	
Additional notes		

AppendixH

Language Proficiency Levels

DfE EAL Proficiency Scale

	Descriptor
A	New to English May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
B	Early acquisition May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
C	Developing competence May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require on-going support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires on-going EAL support to access the curriculum fully.
D	Competent Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.
E	Fluent Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

Comparative Table of Proficiency Levels

Common European Framework of Reference (CEFR)				**DfE Proficiency Scale and Bell Foundation EAL Assessment Framework**	
PROFICIENT USER	C2	Proficient	Level 3	Fluent	Band E
	C1	Advanced	Level 2	Competent	Band D
INDEPENDENT USER	B2	Upper intermediate	Level 1	Developing competence	Band C
	B1	Intermediate	Entry level 3	Early acquisition	Band B
BASIC USER	A2	Elementary	Entry level 2	New to English	Band A
	A1	Beginner	Entry level 1		
	Pre-A1/ A0	Absolute beginner	Pre-entry		

Descriptors for the Common European Framework of Reference (CEFR) can be found here: https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale

Appendix I

Model Language Proficiency Assessment Tool

Corporation Road Community Primary School
EAL Speaking Assessment Tool

EAL Proficiency Scale	EAL Stage	Listening and Understanding	Speaking
Within 2 years New to English	Stage 1 Stage 2	Understands home language. Watched and joins in routines and activities. Follows instructions using key words/gestures Follows short sequences of instructions	Silent period Speaks in home language Echoes words/expressions Simple naming vocabulary Basic formulaic spoken exchanges Unclear pronunciation
Early Acquisition	Stage 3 Stage 4	Can indicate when they need to hear something again. Listens attentively during lessons. Understand function of time connectives. Understands some teacher questions with visual support.	Simple questions eg where? Over-generalisation of grammatical rules Simple positional language. Re-tell a simple story. Can give a sequence of instructions Past simple tense emerging

Developing Competence	Stage 5 Stage 6	Follow set of oral instructions. Differentiates past/future/present Begins to engage with how and why questions. Active listener asking for clarification. Follows gist of teacher talk with limited visual support	Speaks in simple every day exchanges. Uses common colloquialisms. Uses extended sentences. Uses relative clauses. Can contribute to whole class discussion. Plurals, articles, pronouns and prepositions.
Within 5-7 years npetent	Stage 7	Shows understanding of the detail of curriculum topics with limited visuals. Understand some idioms and phrasal verbs. Beginning to understand inference. Follows reasoning/discussion/argument	Uses the passive tense. Communicated meaning – complex ideas/concepts. Can express higher order thinking Moderates response according to listener.
Fluent	Stage 8	Understanding is commensurate with that of a native speaker. Pupils have the range of listening skills required to participate fully in the National Curriculum for English.	Variety of articles and prepositions used accurately. Confident, fluent speech for multiple purposes/audiences. Complex sentences used. Accent does not interfere with understanding.

Appendix J

Games and Apps

BBC Bitesize KS1: https://www.bbc.co.uk/bitesize/levels/z3g4d2p

BBC Bitesize KS2: https://www.bbc.co.uk/bitesize/levels/zbr9wmn

BBC Bitesize KS3: https://www.bbc.co.uk/bitesize/levels/z4kw2hv

BBC GCSE Bitesize: https://www.bbc.co.uk/bitesize/levels/z98jmp3

The Bell Foundation – Barrier Games: https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/barrier-games/

British Council: Learn English Kids: https://learnenglishkids.britishcouncil.org/

British Council: Learn English Teens: https://learnenglishteens.britishcouncil.org/

FlashAcademy – Easy EAL Games to try with students: https://flashacademy.com/blogs/easy-eal-games-to-try-with-pupils/

Fun English Games: https://www.funenglishgames.com/

Great resource to teach and help with the grammar: https://apps.microsoft.com/store/detail/murphys-english-grammar-in-use/XPDCJWK40SVB69

Online games and fun activities for EAL children: https://learnenglishkids.britishcouncil.org/

Racing to English – Language teaching activities for children and adults learning English: http://www.racingtoenglish.co.uk/

SayHi Translate – Voice translation for iOS and android devices: https://www.sayhi.com/en/translate/

Appendix K

Heritage Language Exams

A number of schools in Darlington are willing to share information based on their experience. It may be possible for schools to collaborate and arrange for an examination in a particular language to take place jointly. Also, schools may be able to pass on the contact details of people willing and able to provide support for the oral component of exams. Use the contact form on the web page to join the EAL Network in order to access this support:
https://darlingtonrefugees.org/eal-inclusive-practice-guide/

Appendix L

Transition Information Template

A proposed template for the sharing of transition information relating to EAL/ refugee and asylum seeker students.

School Name:	
Student Full Name:	
Preferred Name (if applicable):	
Date of Birth:	
ULN:	
Current School Year:	
Chronological School Year:	
Date of Arrival in UK:	
Immigration Status:	
First Language:	
Spoken Language in the home:	
Have they accessed any English-speaking education prior to arrival in the UK:	
Do they have any existing access arrangements for exams/ assessments:	
Any other relevant information e.g. dietary, religious requirements:	