



Horizon Community Policy

EAL Policy

Admission & Induction Guidance Policy for newly arrived pupils with English as an additional language

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EAL POLICY

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SECTION 1 Introduction

All new arrivals including refugees, asylum seekers and economic migrants from overseas have the right to enjoy a welcoming, inclusive, safe and stress-free environment within College. They need to know that they are valued and that they belong even if their stay is short. They need to have their bilingualism (and sometimes multilingualism) recognised as a positive part of their intellectual development and they need opportunities to use their home language to support their learning and development of English.

It is important that they are made to feel an integral part of both the lesson and the learning environment as soon as possible in order not to experience marginalisation and exclusion. All new arrivals must be given learning opportunities that are accessible, relevant and purposeful within the context of the National Curriculum. New arrivals need to be able to see themselves, their languages, culture and identity reflected not only in the classrooms but also in the wider school and through an inclusive curriculum.

Together with the students, families often do not feel part of their child's education but here at Horizon Community College, families are encouraged to play an active role in the education process.

Horizon Community College has a significant and diverse EAL student population. Often, a new student will arrive outside the standard admission times. This EAL Induction Policy has been developed to ensure that the College best meets the needs of newly arrived students (and their families), enabling them to make the required cognitive development as well as social integration into the College community.

SECTION 2 Definitions

New arrivals may be described as:

- Refugees
- asylum seekers
- migrants from overseas (including economic migrants)

Asylum seekers

An asylum seeker is someone who has fled from his or her home country in search of safety and has applied for political asylum in another country.

Families awaiting a judgement on their asylum application and whether they will be given leave to remain in the UK may be restricted as to where they can live.

Often families have to travel long distances for legal advice on their asylum application. If applications are denied the amount of notice can vary.

Sometimes Home Office officials arrive unexpectedly, sometimes at night, and remove the family to a detention centre.

Anxieties over this situation possibly can contribute to the stress experienced by the children and their parents.

Asylum seeking families are provided with accommodation. All asylum seekers are provided with a National Asylum Support Service identification card. School children are allowed free school meals. There is no provision for uniform.

Refugees

Refugees are people who have been given full refugee status after being judged to have fled from their home country or who are unable to return to it owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a social group or political party. Automatic entitlement to free school meals stops, but application can be made to the LA Scheme of Aid and a means test carried out, which may result in entitlement to free school meals. Assessment and referral for those that have experienced traumatic events. Referrals need to be made to support the child's wellbeing.

Migrant workers

A migrant worker is someone who comes to the UK from abroad to work. They might have come to take up skilled, seasonal or other work and will generally intend returning back to their home country after a set period of time.

The experience of new arrivals varies from having had full schooling in another country, to having had interrupted or no previous schooling. Their educational system may have been very different to the UK and this may cause a lack of understanding on the part of students as well as parents – about expectations and how to support pupil learning.

SECTION 3 Key Principles

When catering for the needs of new arrivals it is important to recognise a number of factors:

- Welcoming new arrivals requires a whole-college approach. This should include a cohesive, inclusive admissions process and a common induction programme to ensure they settle swiftly and engage fully in the College community.
- Responsibility for the induction of new arrivals rests with the School Team, as with any other student joining the College. The EAL Coordinator is a resource to facilitate steps in the process and support early language acquisition. The EAL Co-ordinator will collect additional information relating to social and educational background.
- EAL should not be confused with SEN and new arrivals learn more quickly alongside good language role models. Teaching staff should avoid placing students in lower-ability groups initially unless the initial induction interview suggests this is necessary.
- Provision in the classroom is the responsibility of individual teaching staff (overseen by Subject Leaders). EAL students are now nationally categorised as ‘disadvantaged’ students and as such, specific provision and differentiation should be encouraged. The College will provide suitable training and support to enable teachers to include new arrivals effectively in lessons and differentiate accordingly.
- Newly arrived students come with a range of cultural, linguistic and academic needs that should be met through different forms of representation of their language, culture and identity. Visual celebration of this diversity needs to be apparent across the College together with supporting EAL students to develop British values.
- Students will need time, support and space to settle so that they do not feel pressurised, as well as the freedom to use their own language and to code-switch when necessary. School Teams should ensure new arrivals have an option of a ‘safe space’ during break and lunchtimes, usually with the EAL team should they feel the need to discuss any issues.
- Supportive attitudes of peers may need to be actively fostered by teaching staff, so the early dissemination of information about new arrivals is essential.
- A ‘Learner Thumbnail’ will be generated for each new starter to ensure that teaching and support staff have as much information as possible in order for the EAL student to maximise their progress.
- Building partnerships with parents is an essential element of working effectively with newly arrived students. Their views should be sought after induction and also at review, as well as at parent consultation events. Where parents speak little English the EAL team may be

involved in identifying appropriate support and language courses. School Teams should be pro-active in encouraging parents to engage in the wider aspects of College life and events.

- All new arrivals will be initially assessed for language needs against the Bell Foundation EAL Assessment Framework (aligned with the DFE) and a plan put in place for appropriate, targeted language support if the assessment identifies a specific need.

SECTION 4 New Arrivals: Induction Flow Chart

Receiving Information

- The College processes an admission form
- School Team arranges a date for the parent/carers to attend an induction meeting with the EAL Co-ordinator and themselves
- If necessary, an interpreter can be invited to attend the meeting



Initial Steps

- School Team leads the induction meeting with parents/carers and student, supported by EAL Co-ordinator (*see Appendix A*)
- Information is gathered about the student's educational background and languages spoken by the student / parents/ carers. The Admission Form – Additional Information – Student Profile is completed. (*see Appendix B*)
- Parents/carers are informed about the English education system, College routines, attendance and expectations. College uniform expectations are also discussed
- EAL Co-ordinator provides 'basic survival English' session, focusing on a few practical areas of vocabulary that new arrivals need immediately to integrate into College life.



Pupil Starts College

- New arrival starts mid-week, so he/she is not in an unfamiliar situation for a full week. He/she completes a 3-day induction programme, coordinated by School Team, which involves buddying.



Assessment and Review

- EAL induction review meeting arranged with parents/carers six/eight weeks after the new arrival has started. All teaching staff asked to provide feedback on student's progress, areas of strength and areas for development. The review meeting is to ensure an effective home school partnership is developed, tackle any anxieties and assess student's further needs. The meeting will provide an opportunity for both the student and parents to clarify concerns and ask questions. It will also enable School Teams to identify further support that the family might need.
- Baseline information to be provided by all subject areas within three months of the student's arrival (equivalent to a term) and benchmarks set against which academic achievement can be monitored.

SECTION 5 Welcoming a New Arrival in Class

- Individual teaching staff should discuss the arrival of a new student with the class before they join the group and create a welcoming environment. If possible, greetings should be displayed in the student's first language. Staff should ask pupils to empathise with the student ("What would you feel like in a new school where nobody spoke English?") and solicit suggestions for making him/her feel welcome, e.g. smile, be friendly. Staff should include the new student in all activities from the very first day, so they feel part of the lesson. However, it is important to give new arrivals time to settle before they are expected to participate fully within the lesson
- Some students go through a "silent period" as they tune into a new language. Individual teaching staff should monitor language acquisition and 'behaviour' over time and seek advice from the EAL team if there has been no visible progress after a couple of months. Language acquisition is a long process, it can take up to two years to learn social language and between five to seven years to master academic language

- Although the student cannot be expected to understand the entire lesson, staff should try to give him/her a meaningful task that is related to the lesson; this could be identifying keywords, giving yes/no, true/false responses
- Vocabulary is one of the key language features for EAL learners and will be the starting point for many students new to English. All students will be given a vocabulary book, bilingual dictionary and, where appropriate, an iPad. Staff should encourage the use of all of these resources. Another very effective strategy is 'heralding' – giving students the vocabulary they will need in advance of the lesson so that they can learn it at home
- Use of the home language also provides for early learners of English a language in which to examine the concepts encountered in the curriculum. Young children are particularly vulnerable to losing the capacity to communicate in their home language if all interaction in that language is curtailed, so it is advisable to encourage the use of the mother tongue for learning
- If there is a concern that SEN may affect pupil progress, teaching staff should seek advice from their Subject Leader, the School Team and the SEND Co-ordinator

SECTION 6 Promoting the Participation of Young People in College Life

Horizon Community College:

- recognises children and young people as major stakeholders in society with important contributions to make to the design and delivery of services they receive, including education
- offers a great opportunity for young people to experience how rights go hand in hand with responsibilities
- supports personal growth through an extensive range of learning opportunities within and beyond the academic curriculum
- helps every young person to fulfil their potential, both academically and socially
- contributes to the creation of listening and democratic schools through Student Voice

Consultation with young people and their parents can ensure that activities support and promote positive relationships, and this can be achieved through surveys, focus groups and dedicated meetings. This could be through:

- peer support – older pupils directly supporting younger pupils with academic work or pastoral care
- peer mediation – young people trained to mediate disagreements between peers
- planned consultation – young people consulted about particular decisions the College wishes to make

Where possible, EAL students will be offered the opportunity to sit their ‘mother tongue’ GCSE language examination (should one be available) and this may contribute to the Basket 2 (EBacc basket) on the student measure of performance for Attainment 8

SECTION 7 Promoting the Participation of Parents

In order to build effective relationships with home, the College recognises a number of potential barriers:

- a lack of familiarity with the English education system, having arrived from a country where parent participation is viewed differently
- a past experience in the home country which may make a parent understandably wary of authority and contact with College
- a language barrier which may prevent parents accessing what the College has to offer
- a lack of educational opportunities in their own lives which may result in parents lacking the confidence to initiate interaction with the College
- some negative media images of new arrivals which can be off-putting to newly arrived parents and their families

Horizon Community College will encourage parental involvement by:

- offering regular written and verbal communication with home
- making all parents feel that they are welcome and have a positive role to play in the life of the College
- explaining to parents that they can always make their feelings and opinions known to staff and that these will be dealt with respectfully and seriously

- demonstrating that parents' linguistic, cultural and religious backgrounds are valued and respected
- maintaining good links with other agencies including community groups, refugee support groups and EMA teams within the LA
- being sensitive to different care arrangements within communities
- ensuring that, where possible, bilingual LSAs or trained interpreters are used for school admission interviews, initial assessment, SEN review meetings, parent consultation events and for meetings that are dealing with sensitive issues
- when possible, translating key standard letters home using the readily available websites that do this
- promoting family learning projects
- inviting parents/carers to use their skills to contribute to the work of the school (for example, where appropriate, during Refugee Week, Black History Month, International Evening, Multicultural Week as well as for specific assemblies)
- showing that the College reflects the community that it serves

SECTION 8 Teaching & Learning: Provision & Assessment

An initial assessment will be made using against the Bell Foundation Assessment Framework. Results are graded against the CEFR descriptors ranging from 'A' (New To English) to 'E' (Fluent).

It is important not to make assumptions about a student's ability and place them in lower sets or groups based solely on an assessment of their proficiency in English. Very often students are unable to demonstrate their subject knowledge and conceptual understanding because of their limited experience in English.

In the classroom it is essential to set suitable learning challenges for new arrivals and to ensure they are given work that:

- is curriculum related
- is achievable

- retains cognitive challenge
- builds on their prior learning

In order to ascertain what support the student needs to be able to engage with the curriculum, it is crucial to understand the new arrival's previous educational history and to carry out an assessment of their competence in English. Information on the student's social, cultural and linguistic background is gathered in order to contextualise the results of any assessments.

An initial assessment of a student's progress should take place prior to the review meeting and be carried out by teaching staff. This should be based on an understanding of their innate ability rather than their ability to respond in English. It is helpful to allow the new arrival a period of time to settle in before formal baseline assessment takes place and so this is often carried out at the end of a student's first term. Teachers should be prepared to use a range of methods over a period of time to ensure that their initial assessment accurately reflects the student's proficiency.

Supporting New Arrivals as they learn

Students learn English best in a whole-class situation with access to models of fluent English and by hearing the interactions of their peers around them. An induction programme that is developed to facilitate the settling-in period should neither prevent wider access to the curriculum nor prevent the opportunity for new arrivals to learn from their peers. Induction arrangements should always be viewed as a short-term initiative to ease the transition to mainstream and not as an alternative form of education in itself.

Supporting New Arrivals in Years 10 and 11

Where students arrive in Years 10 and 11, School Teams may want to consider a variety of models of induction which take account of the specific needs of this potentially vulnerable group. Students new to English at this age will be unlikely to manage the coursework or examination requirements of some GCSE courses. Thus, education provision should be tailored to the needs of the individual student while still ensuring the greatest possible access to the mainstream curriculum and future educational opportunities.

There are a range of accredited courses available for late arrivals in Years 10 and 11 and it is crucially important that School Teams are aware that what is appropriate for one new arrival is not necessarily the case for another. Care needs to be taken to guide new arrivals towards educational provision that matches their needs, and this will be dependent on levels of literacy in their first language and English, previous educational history and individual needs. It is important to keep pathways to learning open and for School Teams to engage in dialogue with the student, the parents, Further Education providers, independent Careers advisors and other agencies as appropriate to ensure that chosen curriculum pathways match student need.

Personalised learning is intended to meet the diverse needs of students and to provide them with motivation and encouragement to achieve. This is achieved through taking a structured and responsive approach to each student's learning, in order that they can engage participate and progress. It depends on involving pupils as active and curious partners in their learning. It also hinges on assessment, both formative and summative, arrived at through techniques such as open questioning, peer-assessment, and sharing objectives and success criteria.

SECTION 9 Teaching and Learning: Developing Classroom Practice

Individual teachers need to be aware of some of the barriers to learning for new arrivals. Typical difficulties experienced EAL students include:

- learning English
- adjusting to life in a new country
- understanding the different expectations of pedagogy and school routines
- feeling insecure or traumatised due to prior experiences
- experiencing isolation
- separation from one or both parents or other family members
- no previous schooling or an interrupted educational history
- not seeing their culture, language, experiences, valued or reflected around the College or in the classroom
- facing racism in or out of school

However, while all or some of the above may be true for any new arrival it is important not to make generalised assumptions about, for example, refugee and asylum-seeking students. Research shows that children and young people vary in how they cope with adversity. Many have developed very strong inner coping mechanisms and are very resilient. They should not automatically be thought of as a homogenous group with the same experiences. The College does, however, have a very important role to play in providing a sense of order, stability and security for all new arrivals.

Students learn best when they feel safe, secure and valued. Learning has both cognitive and affective dimensions and factors such as identity and self-esteem and feeling valued as an individual are crucial for successful development. This includes encouraging positive and

supportive relationships with and between students, so as to create optimal conditions for learning.

One way to achieve this is through establishing the following core principles:

- ensure that every learner succeeds: set high expectations
- make learning of subjects and the curriculum real and vivid
- make learning enjoyable and challenging: stimulate learning through matching teaching techniques to a range of learning needs
- develop learning skills, thinking skills and personal qualities across the curriculum, inside and outside the classroom
- build on what the learners already know: structure and pace teaching so that they can understand what is to be learned, how and why
- use Assessment for Learning to make individuals partners in their learning

Further detail of how EAL students can be supported in the classroom is explained in the Bell Foundation “Classroom Strategies – Secondary” handbook.

SECTION 10 Teaching & Learning: Adapting the Curriculum within the Classroom

Research shows that maintaining an age-appropriate curriculum and securing high cognitive challenge are critical to progress for EAL learners. However, newly arrived students constitute a diverse group and in order to respond to their differing learning needs and to set suitable learning challenges, teachers may need to adapt the curriculum and the way in which they design their lessons.

It is also important that curriculum choices reflect the cultures, languages and identities of students in the school. The curriculum at Horizon offers numerous opportunities and the flexibility to draw on the cultural and religious background of all its students.

Subject teachers are able to modify a body of knowledge, key concept or skill to enable all students to access the learning through, for example:

- the use of visual aids to stimulate discussion

- the use of the interactive whiteboard to draw on a wide range of diagrams, photographs and graphic organisers
- providing writing frames and prompts for speaking activities
- providing opportunities for oral rehearsal before writing, such as:
 - hot seating
 - role-play
 - first language discussion

All these strategies enable students learning EAL to participate more actively in the lessons in differing ways.

Using first language as a tool for learning will enable students to understand and participate more fully in lessons. In particular, students should be encouraged to use their first language when the cognitive challenge is high, they are still developing proficiency in English and oral rehearsal will help reflection. Students should also be encouraged to use bilingual dictionaries and other dual language resources to support their learning. Many teachers also use key words and concepts for their newly arrived pupils. Here it is important for the new arrival to have the word named in English, be shown the word in picture form, be given a simple definition and have the word used in an example; this process will then help the new arrival acquire linguistic knowledge.



Appendix A

Induction Checklist for School Staff Inducting EAL Students and Families

This is a suggested resource to support the School Team with induction in order to make sure that the student and his/her family are well informed of everything required. Please use the Student Planner for further information relevant to each section in this checklist.

Student's Name: _____ Date: _____

Task to be completed	Tick	Staff initials	Additional Comments
Completion of paperwork with parent / carer. Admission forms explained with assistance to fill in forms if appropriate.			
If possible, learn to say 'Welcome' in the family's language.			
Arrange to hold a meeting in a quiet area where you won't be disturbed. If parents' English is not fluent it is helpful to be in a quiet room where they can concentrate.			
Starter pack issued – School to provide pen, pencil and bi-lingual dictionary, planner, school calendar, timetable.			
Uniform – have an example of school uniform and P.E kit ready to show parents.			
Explain the College day			
Explain subjects studied			
Explain School expectations/rules			
Explain lunch time routines – school dinners, packed lunch etc.			
Meet the Head of School			
Explain English educational system			
Take on a tour of college			
Introduce the designated School Buddy			
Explain policy re: ICT use in college			
Make the Induction review date with student and parent / carer			
Give parents/carers an opportunity to ask any additional questions of their own			
Give information about other families in College who share the same language/culture - having first obtained permission from these families			



Appendix B
Admission Form – Additional Information – Student Profile

Student's name:	
Today's date:	
Date of birth:	
Male / Female:	
Year group:	
Country of origin:	
Languages spoken:	
Languages spoken at home:	
Languages student can write:	
Languages student can read:	
Special education needs and / or disabilities:	
Health and diet:	
Medication:	
Date of arrival in the U.K.:	
Immigration status: <i>Please circle as appropriate</i>	Asylum seeker Refugee Migrant worker

Educational Background			
Country	School	Age started	Subjects studied
			1. Mathematics 2. Science 3. Own language. <i>Please specify:</i> _____ 4. Another language. <i>Please specify:</i> _____ 5. Religious Education 6. Performing Arts 7. Technology 8. History 9. Geography 10. Physical Education 11. Other. <i>Please specify:</i> _____
What assessment grades do teachers use in your own country? <i>e.g. 10 = best 1 = worst</i>			
How well did you do at school in your country? <i>Please circle:</i>			
Above average Average Below average			
Did you have to repeat any school years in your own country?			
Do you have a computer with internet access at home?			
Are you confident on a computer?			
Did you learn English in your country? For how long did you study English?			
Did you miss school for a long period of time for any reason? If you did, what were the reasons?			
Likes / Dislikes and Hobbies / Interests:			
What subject do you enjoy the most?			
What subjects do you find hard?			

Parent/Carer name:

Family Details – Parent / Carer				
Name	Languages spoken	Languages read / written	Profession / Place of Work	
Family Details – Siblings				
Name	Age	Languages spoken	Languages read / written	Profession / Place of Work or School
Are there any other agencies working with the family? Name:				
Contact details:				
Statement / Education, Health and Care Plan?	Yes -	No -		
I have a good understanding of the English educational system e.g. attendance requirements	Yes -	No -		
I have a good understanding of the National Curriculum levels and what my child is expected to achieve at different stages	Yes -	No -		

Signature:



Appendix C
Outline Student Thumbnail

EAL THUMBNAIL				
NAME:		TUTOR GROUP:		
Key worker / School Team Link NWN/JSN	Exam/Access Arrangements	Reading Age	SEN: EHCP:	PP
PHOTO	Language(s): Nationality: Proficiency in English: Date of arrival in U.K. (if applicable):			
	Student Background			
	Strategies for Teachers			
What I want other people to know about me..				
Code	EAL Proficiency codes Description			
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 ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing 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.			
N	Not yet assessed For learners who have joined the school close to census day			
	<u>Strategies for supporting EAL through the Bell Foundation are added here after an assessment on Flash Academy</u>			

