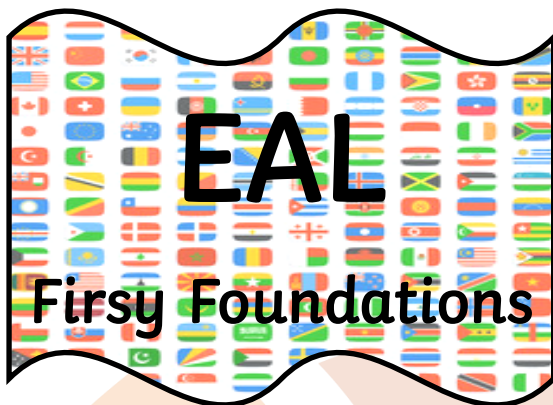


Induction

Firs Primary School admits a higher than average number of new arrivals to the school throughout each academic year. Prior to starting at the school, children and their parents will have an induction meeting before their start date. This will include a tour of the school and the provision of basic information regarding routines and expectations.

An initial assessment will be carried out as part of the induction, which will ensure that when children start in their new class they will immediately be given work to meet their cognitive and language needs, thus ensuring that no learning time is lost.

Young Interpreters have been trained to support in welcoming and helping new arrivals in their early days at the school.



Assessment

Children with EAL are assessed in their English language proficiency three times a year. EAL assessment is based on the Bell Foundation EAL Assessment Descriptors. Targets for Proficiency in English (PiE) levels are set based on pupils' length of time learning English (research suggests that it takes children 5-7 years to develop 'Cognitive Academic Language Proficiency') and progress towards these targets is monitored to ensure that children receive additional support with their language development should they need it.

Interventions include; Colourful Semantics, Talk Boost, Speech and Language Link, Incredible English.

In Class

Wherever possible children will be paired with a 'buddy' who shares the same home language.

The use of home languages in class, to support the understanding and development of knowledge and skills, is valued and encouraged. Children should then be supported to express their new learning in English.

The development of English language, and access to the curriculum, is supported by:

- The use of visuals (e.g. Communication in Print, visual timetables, story maps etc) to support new ideas and vocabulary.
- Scaffolds to support speaking and writing e.g. Speakwell Toolkit, Colourful Semantics and substitution tables.
- Effective feedback and modelling from teachers regarding spoken and written English

The teaching of vocabulary to support the development of Cognitive Academic Language Proficiency (CALP) is a priority across the school. Tier 1,2 and 3 vocabulary to be taught has been identified for each subject in the curriculum and is set out in both Subject Progression and Coverage documents as well as Topic Booklets.

Whole School Ethos and Procedures

The diversity of cultures and languages across the school is celebrated, and the school takes part in annual events, such as European Day of Modern Languages and Roma History Week, to help the children develop pride in their individual and varied backgrounds.

Wherever possible translators are used to support communications with parents. Children are NEVER used to translate conversations with parents or professionals that are confidential or sensitive in nature. There are a number of staff translators in school and we work with the New Communities Achievement Team to ensure open communication with parents from a variety of backgrounds.