

Prior to Arrival

- Initial contact made with school and onboarding form completed. This gathers information about nationality and home language
- *possible improvement – years speaking English or something to gauge English proficiency and raise concern early if necessary
- School visit completed
- Start date agreed
- Request made to previous school for handover information

Pupil accepted

Office need to:

- Inform Class Teacher of new arrival and start date, SEND needs, EAL status (What is home language)
- If a student with EAL and/or SEND needs EAL SENCo and EAL coordinators informed.
- Inform parents when PE days are
- Add to register/enroll on SIMS
- Ensure pupil is prepared with Free School meals status (if applicable),
- The child has uniform and PE kit,
- Transport to and from school is safe.

Teacher needs to:

- Ensure student has exercise books, book labels, peg/tray place and labels, stationary,
- Have welcome pack printed for child, could be given before if coming for a visit,
- Have a buddy ready to help them,
- Add child to your google classroom
- Inform Kelly that child needs to be set up on Accelerated Reader
- Add to TTRS

SENCO and EAL Coordinator if applicable:

- EAL coordinator to confirm date of initial EAL assessment to be conducted (~a week after first day).
- EAL coordinator to ensure that parents are able to communicate with the school and minimise any barriers e.g translated letters, coordinating with network of interpreters.
- Relevant staff alerted if specific channels are need for translation for parents.
- If pupil and/or family have refugee/asylum or indicated that they have moved under traumatic events coordination with SENDCo necessary.

First Day/s

- Class teacher to greet new pupil and parents and show pupil to new classroom, peg, desk place,
- Class teacher to introduce to their buddy,
- Class teacher to ensure the student has lunch and, if necessary, PE kit or uniform.
- Class teacher to be aware of the primary language spoken by the pupil,
- Class teacher to access and use the resources available from the EAL folder to help the pupil access the curriculum,
- Class teacher to use strategies of QFT that use visualisation and translation tools to aid understanding,
- Class teacher to report any safeguarding concerns or any learning concerns to SENDCO or EAL Coordinator early.
- Class Teacher to ensure new pupil is assessed on star reader, spelling, times tables and overall academic performance.

- EAL Coordinator to speak/introduce to parents in person.
- EAL Coordinator to complete an EAL assessment using the Bell Foundation assessment to categorise the pupil's proficiency in English and target help.
- EAL coordinator and Class teacher to meet and discuss pupils assessment, how support can be adjusted to best meet EAL band.
- EAL coordinator will guide class teacher to relevant resources and talk through how/when these will be implemented.
- If in EYFS or KS1, phonics assessment will be completed and correct group established.
- SENDCo, Headteacher and other relevant staff members informed if pastoral care is needed.

On-going

- Class teacher will communicate with SENDCO and EAL coordinator if changes to provision need to be made.
- Monitoring of progress and a revision to EAL strategies made, if needed.
- Communication with parents will be maintained through channels that have been established as effective.
- Further EAL assessments will be made on a pupil-by-pupil basis.