Parents and child usually shown around school by office manager (Sue Carter) before child joins class officially. **Does the child** have EAL?

YES

Office manager forwards a copy of the enrolment information to EAL coordinator (EC). EC records all relevant info from SIMS into EAL database. If further info required, EC will request from previous school and/or meet with parents.

N O

Class teacher informed of child's previous schooling and any information relevant to that child. EAL coordinator not involved further.

EC to arrange short

meeting with parents to discuss Bilingual child's previous schooling, strengths and weaknesses, any specific concerns about integration or other relevant information about the child. If new to the country, EC may help (but not advise) parents to access relevant information such as housing in the uk, claiming benefits, asylum/refugee status, community

support groups,

etc.

places of worship

What are parents/carers level of proficiency in English? This will initially be ascertained by the EC from conversations with the Office manager, class teacher, and parents themselves.

Some English

EC and parents to meet (with a translator) to discuss child's previous schooling and ability to read and write in their home language. EC to discuss any specific concerns parent's may have regarding their child's integration at Howard and how parents can help their child at home. Parents will be told about the Language Ambassador program and how it will help to make their children more secure at school. If new to the country, EC may help (but not advise) parents to access relevant information such as council housing in the uk, claiming benefits, asylum/refugee status, community support groups, places of worship etc.

What is the child's level of proficiency in English? This will initially be ascertained by the EC from an initial assessment, conversations with the class teacher, previous schools and parents.

**Bilingual** 

Little to no English Buddy allocated in class.
Child's information
recorded into EAL
database. Child is still
tracked by class teacher
under NASSEA scheme
however will be for
monitoring purposes only.
Any relevant notes added
to file. Short but regular
meetings with CT to
check progress.

Language ambassador (if available) appointed to child. Buddy allocated within same classroom. Language assessment conducted by EC within first week. EC to observe in class for minimum 30 minutes at least twice in first half term with regular observations to continue throughout year. EAL assessment record completed based on assessment and initial observations CT to be informed of results. . CT to add child to EAL file and track using NASSEA scheme half-termly. CT and EC to agree interventions in class to help child access curriculum. EC to provide any specific resources required (dual language books. dictionaries etc.) Child's information recorded into EAL database, Specific language interventions (additional to QFT) to be arranged for child (conducted by EC / CT or support staff as may be appropriate).

Language ambassador (if available) appointed to child. Buddy allocated within same classroom. Language assessment conducted by EC. EC to observe in class for minimum 30mins. EAL assessment record completed based on assessment and initial observations. CT to be informed of results. CT to add child to EAL file and track using NASSEA scheme half-termly. CT and EC to agree interventions in class to help child access curriculum. EC to provide any specific resources required (dual language books, dictionaries etc.) Child's information recorded into EAL database. Close monitoring in first half term to decide if extra intervention required over & above Quality First Teaching (QFT).