

East Hunsbury Primary School New to School Induction Toolkit

Prior to starting

		Belonging <i>(Supporting how a child and their family feels)</i>	Access <i>(Supporting how a child and their family learn)</i>
Admission	Office	<p>Inform EAL, SEND and PP lead that we have a new child starting and organise a phone call with the family to organise a school visit (led by administration staff) and a meet and greet (this can be at home or in school) with members of the SLT and pastoral team.</p> <p>Tour the school (EAL – show signage on main doors)</p> <p>Provide families with contact details of local community groups if applicable, suitable and necessary – this can include FEHPs.</p> <p>Provide an induction pack (see below). Allow at least 2-3 days after the interview before the pupil begins school to prepare.</p> <p>Make class teacher aware of first language so that they can prepare the class to say: “Hello.”</p>	<p>Spend time helping the families to complete forms, especially for financial support e.g. access to the Pupil Premium grant.</p> <p>Support families to access Class Dojo, Arbor and School Grid.</p> <p>Provide all online learning passwords so that the child can access homework platforms etc.</p> <p>If required, provide a letter in their home language, guiding families to the website so that key information can be translated.</p>
	Pastoral Team	<ul style="list-style-type: none"> ‘Meet and Greets’ conducted at the family’s home are ideal as the environment is familiar and ‘safe,’ if not, organise in school prior to starting. Complete the Brilliance Passport during the home visit and then share with class teacher. 	<ul style="list-style-type: none"> Whenever possible and required, an interpreter should be made available for the interview. Translate the Brilliance Passport or include wigits etc to make it accessible to the child and family.
Induction Packs	Pastoral Team	<ul style="list-style-type: none"> Provide a Child’s Induction Pack, which could include, depending on need: <ul style="list-style-type: none"> Visual timetable, Picture cards to express basic needs, A map of the school Any other vital facts about the school to ensure pupils know as much as possible before they start. Top ten useful words and phrases prepared with pictures and first language equivalent. 	<ul style="list-style-type: none"> Provide a Parent Induction Pack - <ul style="list-style-type: none"> Provide school information for parents which they are able to access in their spoken language as well as in English e.g. include in the pack a letter in their first language which has links and QR codes to the information on the website which can be translated into their first language.

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Preparation	Inclusion Lead / Class Teacher /	<ul style="list-style-type: none"> Use the 2-3 days after the interview to inform all adults of the pupil's arrival, including as much information about the pupil's background as possible – including Brilliance Passport. Also tell peers and spend some time discussing the new pupil's country of origin. As a class, learn how to say: 'Hello,' in the new arrival's language Assign a tray, locker etc. to promote a sense of belonging - with dual language labels where necessary. Assign a member of staff ideally linked to the year group the role of 'induction mentor'; this could be a TA, a LTS or a member of SLT. They will check how the child's sense of belonging is developing and being supported over the first few weeks and months, until monitoring is assessed as no longer necessary. 	<ul style="list-style-type: none"> Organise picture and dual language labelling and signage around the school and in the classrooms where appropriate e.g. draw and tray labels. If required, prepare picture prompt cards, fans, personalised resources for new pupil allowing them to express basic needs. Arrange a 'buddy' - placing pupils with peers of the same linguistic and cultural background where possible but ensuring the assigned buddies are mature and good role models. NB: <i>Being a buddy is a big responsibility and can be emotionally draining, try to assign more than one pupil to the role.</i>
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Day 1 onwards

		Belonging <i>(Supporting how a child and their family feels)</i>	Access <i>(Supporting how a child and their family learn)</i>
First Days	Class Teacher / EAL TA	<ul style="list-style-type: none"> Re-familiarise the pupil with the school, prioritising the toilets, medical room and water supplies. All children and adults in classroom learn how to say: 'Hello,' in their first language. Avoid placing pupils with SEN groups; they need good role models of English language and behaviour expectations. Avoid withdrawing the pupil whenever possible. Think about important first language phrases you may need to use when working with the pupil: "auf Deutsch" - "auf Englisch" - "Sehr gut", etc. Provide the children with a reading book in their own language. 	<p>Provide the pupil with a pupil pack in home language which should include:</p> <ul style="list-style-type: none"> Timetable Picture cards to express basic needs Top ten useful words and phrases prepared with pictures and first language equivalent. <i>(If possible, record an audio version for pupil to practise at home and at school).</i> <p>Take time to re-clarify the school routine, using visuals to help.</p> <p>Allow the pupil to communicate in their first language.</p> <p>Plan a variety of collaborative activities so the pupil may participate.</p> <p>Translate resources where necessary.</p>
First Weeks		<ul style="list-style-type: none"> Accept that the pupil may experience a 'silent' period and do not compel the pupil to participate if they are unwilling. To maximise participation, plan inclusive or collaborative activities that initially have minimal language demand. Look for any positive responses and celebrate. Allow the pupil to communicate in their first language - with same language peers, with TAs and when writing. Encourage pupils to read in their first language – show an interest in their language. If needed, assign a teacher-mentor. Pastoral team to conduct a Voice of the Child and share with necessary adults. 	<ul style="list-style-type: none"> Regularly rehearse and explore all the words, phrases and prompts provided for the pupil to build confidence. With the pupil, help develop pupil glossaries of key words and words they want to know. For pupils who read in their first language, hold conversations with "google translator" or similar running – encourage pupil to take control of the keyboard and ask questions. Once settled, complete any necessary assessments e.g. EAL assessment, WellComm, Yarc, Sounds-Write diagnostics, arithmetic etc to ensure support and adaptations are in line with what the child needs. Monitor closely their proficiency in the foundations e.g. handwriting (including pen-grip), speaking and listening, number, sentence construction (EAL – monitor in home language as well). Consider required resources and technologies and discuss with IT lead / phase leader.



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<p>First Term</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Class Teacher / EAL TA</p>	<ul style="list-style-type: none"> • Praise, praise, praise. (echo in first language too) • Pupils may suffer high frustration levels – ensure lots of opportunities to get things right and succeed and to experience quiet or down time. • Regular check ins from class teacher and mentor. • Review whether any mentorship is still required. 	<p>EAL - Reinforce picture prompts verbally and all key phrases too.</p> <p>EAL - Address the language basics / strong foundations: verbal rote learning, pencil grip, whole word recognition, phonics, letter formation and handwriting. Adapt teaching in light of children’s learning.</p> <p>If necessary, organise targeted interventions to commence in a timely manner and liaise with SENDCo, PP and EAL lead as necessary.</p>
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