**Primary** *and* **Secondary**
*National Strategies*

# New Arrivals Excellence Programme

Management guide

**department for children, schools and families**

# How to use this guide

This guide is intended to support senior leaders in the welcome, induction and inclusion of newly-arrived pupils learning English as an additional language (EAL) through rigorous self-evaluation and targeted action. It is closely aligned to other aspects of school improvement. The major areas of focus for the guidance are:

- leadership and management;

- developing teaching and learning;

- engagement, support and intervention.

This guide should therefore be used in conjunction with other key guidance documents such as:

- *New Arrivals Excellence Programme: Guidance* (Ref: 00650-2007BKT-EN)

- *New Arrivals Excellence Programme: A resource to support the development of induction procedures for new arrivals* (Ref: 00426-2007DVD-EN)

- *Unlocking potential: Raising ethnic minority attainment at Key Stage 3* (Ref: 0579-2002)

- *A language in common – the assessment of English as an additional language* (QCA/00/584)

- *Assessing pupils' progress in English at Key Stage 3* (Ref: 1789-2005 CDO-EN)

- *Excellence and Enjoyment: Learning and teaching for bilingual children in the primary years* (Ref: 0013-2006DCL-EN)

- *Tracking for success* (Ref: 1545-2005FLR-EN)

- *Tackling underperformance: a guide for school leaders* (Ref: 0758-2004 G).

Before using the guidance, senior leaders will need to:

- complete the accompanying school self-evaluation grid in Section D;

- identify priorities and develop an action plan;

- agree a time line for tackling the priorities.

# Contents

This guidance is divided into the following four sections:

New Arrivals Excellence Programme: Management guide

# The three Waves: A common approach to intervention support

The National Strategies advocate a systematic approach to teaching based on three waves of tailored support. Schools will need to use a waves approach to plan, design and tailor effective and appropriate provision. This guidance is aimed primarily at the development of Wave 1 and Wave 2 intervention support while recognising the potential need for initial, time-limited Wave 3 support for new arrivals. The three Waves are outlined below.

## Wave 1 – Tailored teaching in classes

Wave 1 teaching is high-quality, inclusive teaching supported by effective whole-school policies and frameworks, clearly targeted at all pupils' needs and prior learning. This must be based on planning and schemes of work designed to move all pupils from where they are to where they need to be. Where large numbers of pupils share the same learning needs, the best solution is to adjust the planning to cater for them. It means setting a new trajectory for the learning programme to take pupils to where they need to be in terms of age-related expectations. Effective Wave 1 teaching anticipates the needs of pupils based on good use of yearly transition data and information.

## Wave 2 – Wave 1 plus additional, time-limited, tailored intervention support programmes

Wave 2 teaching is designed to increase rates of progress and secure learning for groups of pupils that puts them back on course to meet or exceed national expectations. This usually takes the form of a tight, structured programme of small-group support, carefully targeted and delivered by teachers or teaching assistants who have the skills to help pupils achieve their learning objectives. This can occur outside of (but in addition to) whole-class lessons, or be built into mainstream lessons as part of guided work. Critically, intervention support needs to help pupils apply their learning in mainstream lessons. Intervention programmes need to be closely monitored to ensure that they meet pupils' needs and are impacting on learning progress. The emphasis is on support for pupils who can get back to achieving age-related expectations. The outcome of Wave 2 intervention is for pupils to be back on track to meet national expectations at the end of the key stage.
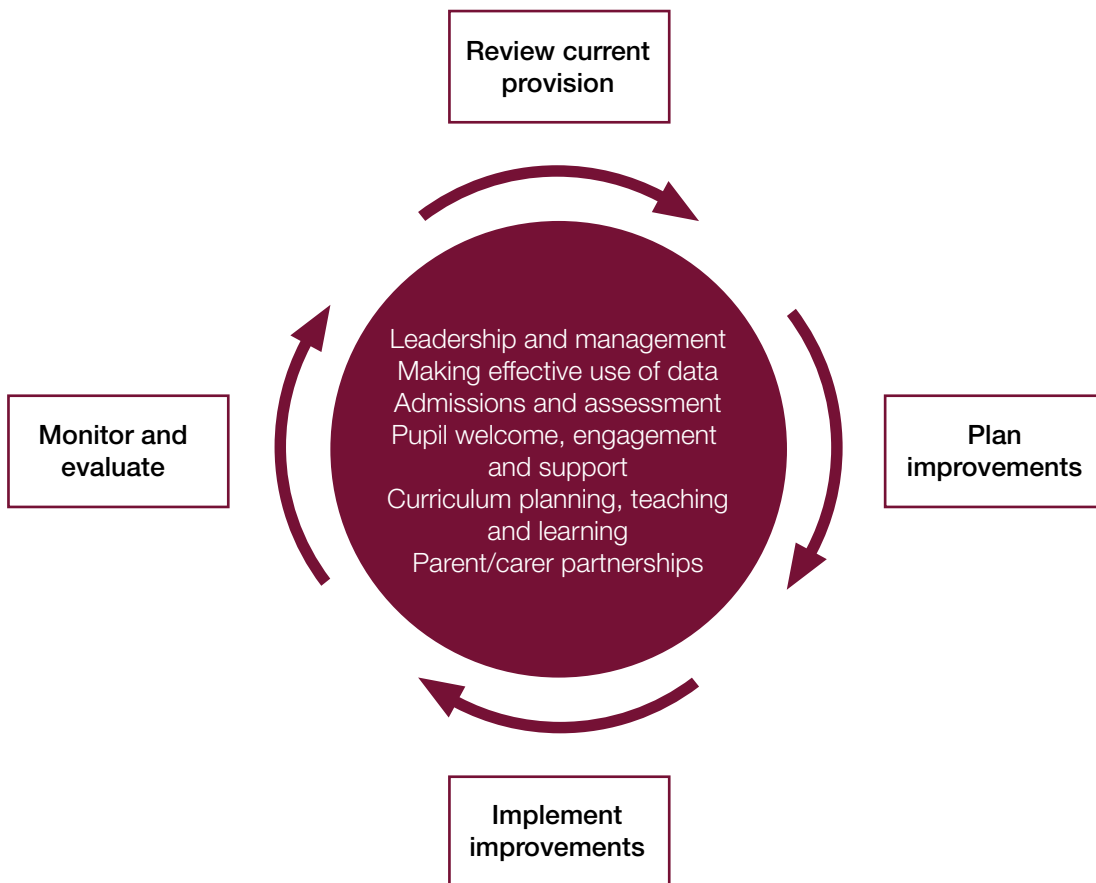
## Wave 3 – Wave 1 plus increasingly individualised programmes, based on independent evidence of what works

Expectations for Wave 3 teaching are to accelerate and maximise progress and minimise performance gaps. This will involve support provided by a specialist teacher, highly-trained teaching assistant or academic mentor. This support for pupils will be one to one or with very small groups, to support pupils towards the achievement of very specific targets.

The Waves model provides a useful tool to support efficient curriculum planning, inclusive teaching and personalised approaches to address diverse needs. It provides a common language that emphasises a curriculum response that can reduce the need for highly individualised strategies.

# New arrivals and the school improvement cycle

The diagram below illustrates a school improvement cycle of; review, plan, implement and monitor, and evaluate. Each section of this guidance shows how the process can be used to identify and tackle common priority areas and how these can be monitored and evaluated over time.

Review current provision

Plan improvements

Implement improvements

Monitor and evaluate

Leadership and management
Making effective use of data
Admissions and assessment
Pupil welcome, engagement and support
Curriculum planning, teaching and learning
Parent/carer partnerships

The cyclical process outlined is designed to lead schools from monitoring and evaluating impact into a further review of systems, processes and practices which in turn leads to planning and implementing further improvements.

# Section A: Leadership and management – planning for new arrivals (roles and responsibilities)

Newly-arrived English as an additional language learners are not a homogeneous group. Some new arrivals, for example, may be new to English; some may have achieved social but not academic fluency and some may be advanced bilingual learners. In addition, a complex interplay of factors such as language development in English and the first language(s), the pupil's experience of working in more than one language, their culture, ethnicity, previous educational history and socio-economic status will all form part of their experience.

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## Step 1 Review

Having used the school self-evaluation tool, senior leaders will have a clear view of the areas for development in the current provision for newly-arrived bilingual learners.

**Senior leaders** to:

- carry out a school audit of current policy and practice for the admission of bilingual new arrivals;

- use the audit to draw up a plan of action that will enable the school to be better prepared for the welcome, admission and induction of new arrivals.

**Middle leaders** (including subject, pastoral and Ethnic Minority Achievement (EMA) coordinators) to:

- analyse school data by ethnicity, gender, first language, date of arrival to the UK and length of time in school and decide how newly-arrived English as an additional language learners are doing in each year/group/class/core subject. Match data to provision to determine effectiveness of current policy and practice;

- collect the views of pupils regarding provision for new arrivals.

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## Step 2 Plan

The following actions will support senior and middle leaders in establishing a plan to facilitate the integration of new arrivals into the school:

**Senior leaders** to:

- plan, discuss and agree with middle leaders a whole-school coordinated approach to the welcome, admission and induction of new arrivals;

- write and disseminate a whole-school policy on the welcome, admission and induction of new arrivals;

- ensure that the policy is aligned with other whole-school initiatives and integrated into the school improvement plan;

- agree processes for monitoring and evaluating the effectiveness of the policy;

- plan a continuing professional development (CPD) programme based on the findings of the review above.

**Middle leaders** (including Ethnic Minority Achievement coordinators) to:

- work with class teachers/tutors and subject teachers to ensure that the policy is known, understood and translated into action;

- ensure class teachers/subject teachers are notified in advance that they will be receiving a new arrival and that the timing of the induction into class is appropriate;

- ensure that the class/tutor/subject teacher has prepared class buddies/mentors and has prepared a welcome pack for the new arrival;

- plan a coordinated approach for the allocation of additional adults. It is recognised good practice for schools to have an induction mentor, this could be a teaching assistant (TA) who takes on this role only when there are new pupils;

- identify the location of appropriate materials or arrange the purchase of new materials, if necessary: visual support to access the curriculum is essential for bilingual new arrivals. Bilingual dictionaries, dual language texts and curriculum-based material in the pupil's first language and reflecting their culture will all enhance the welcome and induction process. Relevant artefacts and tangible objects offering a 'hands on' approach will enhance the learning for younger pupils in particular;

- ensure that it is understood that every teacher (not the Ethnic Minority Achievement teacher) is responsible for supporting the new arrival within their classrooms;

- ensure that schemes of work/lesson plans provide an appropriate level of cognitive challenge with appropriate language scaffolding for newly-arrived English as an additional language learners;

- support staff in revising group and individual curricular and language targets in their subject.

## Step 3 Implement

*Prior to arrival*

**Senior leaders** to:

- ensure that appropriate CPD is provided on meeting the needs of new arrivals;

- help subject teams, class teachers and any additional staff to work collaboratively to implement the agreed actions from the review and the agreed school policy;

- ensure that the parents/carers of newly-arrived pupils receive accessible, translated information about the school and how it will be able to support them and their child.

**Middle leaders** to ensure that:

- staff are briefed prior to the new arrival joining the school;

- pupils are prepared for a new arrival joining the class/school;

- playground supervisors and other support staff are also briefed on effective ways of supporting newly-arrived pupils.

*For admissions interviews*

**Senior leaders** to:

- ensure that access to interpreters is available for initial assessment/interview;

- ensure that appropriate training is given to any staff who carry out initial interviews with bilingual new arrivals and that they are sensitive in their approach to asking questions;

- ensure that the interviews take place in a suitable location where families of new arrivals will be able to experience privacy;

- ensure that information gathered at the interview covers: previous educational history, literacy in first language, health concerns and clear contact details especially if parent/carer does not speak English;

- make sure that the information given to parents includes: times of the school day, school rules, information about important dates, essential uniform and equipment and that it is available in a range of languages or visually presented and therefore accessible;

- give parents information about support available, for example, with school uniform and free school meals (FSM) and help parents/carers complete school forms;

- delay the starting date for the new arrival to allow parents/carers time to access services and buy uniform and equipment as well as time to allow the school to share information about the new arrival and put into place any support needed;

- ensure that year group/class/teacher allocation is given careful thought and new arrivals are not placed automatically in lower sets/groups – keep this under constant review;

- consider what information about the new arrival is shared with the class – avoid making assumptions.

*Once new arrivals have started*

**Senior leaders** to:

- support class and mainstream teachers in tailoring their lesson plans to meet the needs of newly-arrived English as an addtional language learners;

- ensure collaboration between colleagues including Ethnic Minority Achievement staff in planning to meet the needs of newly-arrived English as an additional language learners;

- ensure that developing practice is shared;

- ensure that appropriate curricular and language targets are set;

- gather and share information to establish an overview of the support provided for newly-arrived English as an additional language learners;

- ensure that any support provided for new arrivals delivered through withdrawal sessions is time limited, linked to the curriculum, regularly reviewed and carefully monitored.[1]

**Middle leaders** (including Ethnic Minority Achievement coordinator) to:

- consider what information about the new arrival is shared with the class – avoid making assumptions;

- consider what support arrangements are made for the first day, first month and first term: the key principle of access to the National Curriculum alongside peers should apply;

- ensure that there are clear criteria for any intervention which involves withdrawing new arrivals from the classroom for a time-limited period;

- ensure that targets include language development targets which should be addressed by all professionals working with the new arrival;

- ensure that parents are involved in a review meeting after 4–6 weeks to discuss the pupil's integration, academic progress, language development and targets;

- ensure that when initial assessment takes place, it is focused on subject knowledge and skills as well as the pupil's ability to express themselves in English.

## Step 4 Monitor and evaluate

It is essential that the policy is regularly reviewed to ensure maximum and continuing impact.

**Senior leaders** to:

- monitor and evaluate the effectiveness of the whole-school policy on induction and integration in terms of both the attainment of newly-arrived pupils at class and whole-school level, and the qualitative aspects of induction;

- consider any additional CPD needs in the light of review findings and feedback from the early stages of integration of new arrivals.

**Middle leaders** to:

- review plans and schemes of work through lesson observations, work sampling and discussions with teachers and pupils to ensure that the needs of bilingual new arrivals are being met;

- work with additional and subject staff to ensure that targets for newly-arrived English as an additional language learners are set and plans are in place for them to be reviewed each term;

- collect and analyse data regularly to measure the progress of bilingual new arrivals.

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[1] This would be inappropriate for any children in Early Years Foundation Stage except under very exceptional circumstances.

# Section B: Teaching and learning – ongoing support (developing classroom practice, tracking and monitoring progress)

The key to success in meeting the needs of newly-arrived English as an additional language learners is to enable curriculum access and create the ideal conditions for learning: an environment where pupils feel safe and valued and can experience a sense of belonging and where they can see themselves reflected in the school, in the classroom and in an inclusive curriculum. Alongside this are the fundamental tenets of the pedagogy for pupils for whom English is an additional language.

## Key principles for English as an additional language learners

Underpinning the advice on teaching and learning are certain pedagogical principles drawn from many years' research on effective practice in English as an additional language:

- English as an additional language learners at any level of fluency have a right of access to the National Curriculum and Early Years Foundation Stage.[2]

- Language development arises from an oral and cognitive interplay between language and subject: decontextualised language activities are rarely productive.

- Pupils acquire English from socialising and collaborating with peers as well as learning from explicit teaching.

- Talk and collaboration are essential elements in effective teaching and learning and in developing secure literacy skills.

- The aim of good teaching for Early Years Foundation Stage learners is to scaffold the learner's progress to independence.

- Bilingualism is an asset, and the first language has a continuing and significant role in identity, learning and the acquisition of additional languages.

- Cognitive challenge can and should be kept appropriately high through the provision of linguistic and contextual support.

- Language acquisition goes hand in hand with cognitive and academic development, with an inclusive curriculum as the context.

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[2] Early Years Foundation Stage is not part of the National Curriculum. It is a statutory but non-compulsory phase of education and care.

## Step 1 Review

**Senior leaders** to:

- collect performance data analysed by ethnicity, first language and English as an additional language status;

- analyse data in terms of progress and attainment;

- review how well the school is doing by its newly-arrived English as an additional language learners;

- review CPD needs of all staff working in the classroom with newly-arrived English as an additional language learners.

**Middle leaders** to:

- be aware that the majority of bilingual learners will tend to progress faster than their monolingual peers, gradually closing the attainment gaps;

- ensure that appropriately challenging targets are being set.

## Step 2 Plan

**Senior leaders** to:

- ensure that staff long-term aspirations for new arrivals are the same as those for other pupils and that they are being addressed across the school;

- plan a CPD programme according to the findings of on-going review, monitoring and evaluation.

**Middle leaders** to:

- work with other curriculum coordinators to use a range of quantitative and qualitative data to identify specific aspects of language development which require focused work;

- support colleagues to develop their expertise in meeting the needs of newly-arrived English as an additional language learners;

- support colleagues to develop their knowledge of the linguistic, cultural and religious backgrounds of pupils and their families and the social and political factors which affect their lives.

## Step 3 Implement

**Senior leaders** to:

- ensure that new arrivals have access to the additional opportunities that the school has to offer, for example, does the school monitor attendance at homework club and other voluntary/ extracurricular activities?

- provide appropriate CPD to all staff to support them in ensuring teaching meets the needs of new arrivals with English as an additional language;

- ensure that new arrivals are appropriately included on the register of gifted and talented pupils;

- model and promote values, attitudes and behaviour supportive of race equality.

**Middle leaders** to:

- ensure that teachers are aware that English as an additional language learners who are fluent in social situations might still require considerable support in using academic English and that this is provided;

- support colleagues to identify the language demands and language development opportunities when planning;

- support colleagues to ensure that learning builds on pupil's previous experience;

- support colleagues to develop their expertise in using a range of strategies to scaffold language and learning;

- support colleagues to provide opportunities for speaking and listening for a range of purposes and audiences across the curriculum.

## Step 4 Monitor and evaluate

**Senior leaders** to:

- ensure the CPD programme is impacting both on the quality of learning and teaching and on the attainment and progress of newly-arrived pupils;

- monitor the gifted and talented register by ethnicity and language to ensure appropriate representation of newly-arrived pupils;

- keep the progress of newly-arrived pupils under systematic and rigorous review.

**Senior and middle leaders** to:

- monitor and review frequently all systems of induction and support that are put in place to facilitate the integration of new arrivals. This includes admission, initial assessment, tracking and monitoring systems and in-class activities;

- view these systems as fluid and flexible and capable of responding to demographic changes in the school population;

- monitor and review classroom practices to ensure they meet the needs of new arrivals;

- monitor the impact of learning and teaching to ensure appropriate progress is being made by new arrivals within lessons and over time.

# Section C: Engagement, support and intervention

While the major focus in this guidance is to plan for the welcome, induction and integration of newly-arrived English as an additional language learners, you will also need to consider how the school can respond to the different needs of new arrivals in a more holistic way.

**Engagement** refers to the way in which newly-arrived English as an additional language learners and their parents/carers are made to feel part of the school. This could be through:

- active involvement in learning;

- encouragement to participate in the life of the school, for example through team activities or other events;

- being asked their views;

- being involved in the development and operation of systems and policies;

- seeing their lives, languages, experiences and cultures reflected in all aspects of the school, from the corridor and classroom displays to the curriculum content;

- ensuring that parents and carers from minority communities know that the first language has a significant and continuing role in their child's learning, that the school values bilingualism and considers it to be an advantage;

- celebrating different forms of achievement, such as success in community language examinations;

- supporting the development of links with supplementary and community schools including madrasahs.

It is recommended that senior leaders prioritise each of these aspects over a period of time for action in the school improvement plan. Some aspects, such as the content of displays, are relatively easy to review and act upon; others, such as partnerships with the community, take longer to develop in a meaningful way.

**Support** is the way in which the school recognises the different needs of newly-arrived English as an additional language learners and their parents/carers and provides additional input to allow equality of access. This could be through:

- use of interpreters to encourage participation;

- variation or differentiation of the curriculum;

- use of staff such as bilingual classroom assistants to enable enhanced access to the curriculum;

- availability of resources such as bilingual dictionaries, artefacts and visual stimuli appropriate to the age of the pupils;

- a clear policy for support for English as an additional language learners in examinations;
  *For further details about assessment arrangements for newly-arrived English as an additional language learners see the QCA website* www.qca.org.uk

- clear procedures for the admission of pupils outside normal transfer times, including a welcoming induction process and forms of social and academic support such as class buddies/mentors;

- ensuring that parents/carers are aware of their rights of appeal against an admission or exclusion decision;

- ensuring that parents/carers are given advice in translation at key times, for example, Year 6 – 7 transfer and for Key Stage 4 options in Year 9;

- establishing good links with outside agencies and community organisations that can support newly-arrived parents and carers;

- devising and enacting strategies to ensure that parents and carers understand the school's approach to learning and teaching and can participate as key partners.

These are tasks for senior and middle leaders in that both policy and operational issues are involved. For example, senior leaders will need to analyse the data on attendance at parents' meetings and develop policy guidelines, while middle leaders will need to develop the operational aspects such as how to book and organise the work of interpreters.

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**Personalised intervention** is the active targeting of a pupil or group of pupils at risk of underachievement. This would be Wave 3 tailored support and could take the form of personalised learning through:

- targeted teaching in different groupings for specific purposes, time-limited, linked to the curriculum, monitored and evaluated;

- targeted support at homework or study support sessions;

- mentoring and/or academic tutoring for vulnerable pupils such as refugees and asylum seekers.

While the actual targeting of individual pupils is likely to be organised by middle leaders, senior leaders need to develop clear policy guidelines on how and when intervention strategies are used to meet the needs of different groups of pupils. There will also need to be careful evaluation of the impact of such strategies with a regular review of how such resources are allocated.

# Section D: School self-evaluation tool

The following table is a tool designed to support school self-evaluation and is referenced to the Ofsted self-evaluation form (SEF) for secondary and primary schools.

The 'Aspect' headings are organised in such a way that they reflect the three main sections of this guidance:

## Aspect A: Leadership and management

A1 Roles and responsibilities

A2 Collecting and using data

## Aspect B: Developing teaching and learning

## Aspect C: Engagement, support and intervention

C1 Pupils

C2 Admission and transfer

C3 Parent/carer partnerships

C4 Culture and ethos

The additional aspect – A1 – covers the leadership and management responsibilities that are a thread through all three sections.

In the table, the column headed 'SEF' is the reference to the relevant part or section of the Ofsted self-evaluation form. If the reference is placed alongside the 'Aspect' heading, it refers to all the aspects in that section. Where there is a reference alongside a single numbered aspect, that reference is in addition to the 'Aspect' heading.

The boxes headed 'Not yet in place', 'Developing', and 'Well established' are designed so that you are able to make a judgment on your school's progress against the various aspects that contribute to the achievement of newly-arrived pupils and consider what you might need to do to make further progress.

Your judgements should be supported by evidence that can be inserted at the appropriate places in the grid and copied and pasted as required into your school's self-evaluation form.

Further Information on the self-evaluation form can be obtained from: www.ofsted.gov.uk

**Ensuring the attainment of newly-arrived pupils: school self-evaluation**

| Aspect | SEF | Evidence of practice | | |
|---|---|---|---|---|
| | | Not yet in place | Developing | Well established |
| **A1: Leadership and management: roles and responsibilities** | | | | |
| 1. The headteacher provides an active lead on ensuring the attainment of newly-arrived pupils | 6a | | | |
| 2. The school development plan has clear objectives and strategies for ensuring the attainment of newly-arrived pupils | 3c | | | |
| 3. The school's CPD cycle includes regular provision for training for all staff related to the induction, assessment and ongoing support for learning and teaching of newly-arrived pupils | | | | |
| 4. Performance management targets include those related to raising the achievement of newly-arrived pupils | | | | |
| 5. Additional funding for Ethnic Minority Achievement is deployed strategically and is used to support new arrivals as well as more advanced EAL learners | F2 F3 F4 | | | |
| 6. The school monitors the deployment of all additional funding to ensure that it is adding value | | | | |
| 7. The school actively recruits governors representative of local community groups | | | | |

| Aspect | SEF | Evidence of practice | | |
| --- | --- | --- | --- | --- |
| | | Not yet in place | Developing | Well established |
| **A2: Leadership and management: collecting and using data** | 1a, 1c–1e | | | |
| 8. The school has robust and sensitive systems for collecting contextual data for newly-arrived EAL learners, such as first language (L1), other languages spoken, literacy in L1, refugee status and length of schooling inside and outside the UK | | | | |
| 9. The school has an established time limit for the collection and analysis of attainment data | | | | |
| 10. The school analyses attainment data by ethnicity and L1 to ensure an accurate picture of progress and attainment across all years | | | | |
| 11. The leadership team analyses the attainment data to identify trends in relation to subject, key stages, year groups or classes and ensures that targeted action is taken as a result | | | | |
| 12. The school has clear systems for communicating findings from ethnicity and first language data analysis to all stakeholders | | | | |
| 13. Targets are set for the attainment of all groups of newly-arrived EAL learners overall and progress is rigorously monitored | 3a | | | |

| | | | |
|---|---|---|---|
| 14. Composition of pupil groups is monitored to ensure that newly-arrived EAL learners are not placed inappropriately or over-represented in lower sets | 2b | | |
| 15. Option choices are analysed to ensure that newly-arrived EAL learners make appropriate selections | 3c | | |
| 16. The school ensures that CPD is provided so that middle and senior managers are skilled and confident in interpreting and making use of data | 6a C6 C7 | | |

| Aspect | SEF | Evidence of practice | | |
|---|---|---|---|---|
| | | Not yet in place | Developing | Well established |
| **B: Developing teaching and learning: curriculum planning, teaching and learning** | | | | |
| 17. Teachers are aware of the difference between conceptual development and English language development and plan accordingly | | | | |
| 18. Teachers use a range of strategies to engage, motivate and accelerate progress for newly-arrived EAL learners | 5a–c 5e | | | |
| 19. The curriculum is culturally sensitive and provides opportunities for pupils to discuss issues of identity and ethnicity | | | | |
| 20. Schemes of work and lesson plans show evidence of high expectations of newly-arrived EAL learners | | | | |
| 21. Lesson plans show evidence of the development of higher-order thinking skills | | | | |
| 22. Lesson plans show evidence of integrating speaking and listening activities into the curriculum | | | | |
| 23. Lesson plans show evidence of explicit teaching of academic language skills | | | | |
| 24. Schemes of work and lesson plans show evidence of use of focused language development activities, for example, active reading strategies | | | | |

| | | |
|---|---|---|
| **25.** Schemes of work and lesson plans show evidence of support for developing extended writing, for example, through modelling, oral rehearsal, shared writing | | |
| **26.** Pupils are encouraged to use L1 to support their learning and English language development | | |
| **27.** Pupils are grouped within classes in such a way as to support both their progress in the subject and their language development | | |
| **28.** Targeted pupils have agreed language development as well as challenging curricular targets and these are used to inform planning | | |
| **29.** Schemes of work and lesson plans show evidence of opportunities for pupils to reflect on their own learning and evaluate their work and progress | | |

| Aspect | SEF | Evidence of practice | | |
|---|---|---|---|---|
| | | Not yet in place | Developing | Well established |
| **C1: Engagement, support and intervention: pupils** | 5c<br>6a | | | |
| **30.** The school staff is clear on the differences between SEN and EAL so that newly-arrived EAL learners are not grouped or taught inappropriately | Part C6–8 | | | |
| **31.** Any withdrawal arrangements for newly-arrived EAL learners are time-limited and carefully monitored for impact and to ensure full access to the curriculum | Part C1 | | | |
| **32.** The school makes effective provision for newly-arrived EAL learners to take examinations in home, community and heritage languages | Part C6–8 | | | |
| **33.** Underachieving newly-arrived EAL learners are targeted for support at key enrichment activities such as homework clubs and revision clubs and their attendance is monitored | | | | |
| **34.** Vulnerable newly-arrived EAL learners, including asylum seekers and refugees, are identified and appropriate provision is made for them | | | | |
| **35.** The school actively engages newly-arrived EAL learners by involving them in all aspects of school life, seeking their views in a variety of ways | Part C6–8<br>2a–d | | | |

| Aspect | SEF | Evidence of practice | | |
| --- | --- | --- | --- | --- |
| | | Not yet in place | Developing | Well established |
| C2: Engagement, support and intervention: admission and transfer | 5a<br>5b<br>6a | | | |
| 36. The school collects and uses a range of information from previous schools and settings as well as parents/carers to maintain the progress of newly-arrived EAL learners from primary to secondary school | | | | |
| 37. There are clear policies and procedures for pupils arriving outside the normal admission times including information gathering, induction, pupil support and feedback to parents/carers | B10a | | | |
| 38. The school provides support, for example, academic tutors, enrichment activities or buddy systems for pupils identified as at risk of underachieving during their transfer or admission to secondary school | | | | |
| 39. The school creates opportunities to ensure that parents/carers of newly-arrived EAL learners are equipped to support their children's education, for example, by providing information evenings, workshops, support packs | Part G6–7 | | | |

| Aspect | SEF | Evidence of practice | | |
|--------|-----|---------------------|---|---|
| | | Not yet in place | Developing | Well established |
| **C3: Engagement, support and intervention: parent/carer partnerships** | **2a–d** | | | |
| **40.** The school engages the parents/carers of newly-arrived EAL learners by actively seeking their views: reaching out to parents/carers less confident in speaking English through use of translators and interpreters as well as targeted meetings | | | | |
| **41.** Newly-arrived bilingual parents/carers are well informed about a range of school developments, for example, procedures for national tests, examination entry policy, enrichment classes | | | | |
| **42.** The school actively develops links and effective partnerships with the wider minority ethnic and bilingual communities, for example, through complementary schools, local arts groups, religious organisations and local businesses | | | | |
| **43.** The school actively secures representation of the minority ethnic and bilingual communities at all levels of non-teaching and teaching staff | | | | |

| Aspect | SEF | Evidence of practice | | |
|---|---|---|---|---|
| | | Not yet in place | Developing | Well established |
| **C4: Engagement, support and intervention: culture and ethos** | **4b–c Part C 6–8** | | | |
| **44.** Classroom and corridor displays positively reflect the languages, experiences and heritages of newly-arrived EAL learners | Part C6–7 | | | |
| **45.** The school ensures that all pupils and parents/carers are aware of the race equality policy and their role in ensuring that it works | | | | |
| **46.** Newly-arrived EAL learners are represented in all aspects of school life, for example, school council, school teams, gifted and talented initiatives | | | | |

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