

Mid-year Induction

When a pupil joins you mid year, there may be a very short amount of time to prepare for their arrival.

Ensure you have all the information you can, check the correct pronunciation of their name and ensure all staff are informed.

Speak to the children who will be sharing a group with the new pupil and select their buddy.

When completing your assessment, ensure you are considering what curriculum work they have missed due to joining school mid-year.

Ensure the family knows where to get school uniform from and consider if they need additional support with this.

Ensure the new pupil will have the same as pupils who are already settled in school, for example a locker or coat peg that has been named for them and a log in for the computers etc.

Regardless of when a pupil joins your school, it is vital that you continue to monitor the pupil's progress and then adapt any interventions accordingly. Don't forget to monitor the development of their social and emotional skills to ensure that there is no need for additional pastoral support.

Access to Education/PSS: for further guidance and support: accesstoeducation.birmingham.gov.uk/index.php/PSS/eal.html







Supporting Pupils with EAL

Mid-year Induction

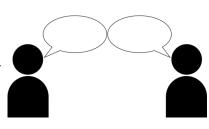
Remember...

- 1. Be welcoming! Smile, use your facial expression and your body language to reassure the pupil and their family that you will do everything you can to ease their transition to school. Let them know you are glad that they are coming to join you.
- 2. Gain as much information as possible. The better quality information you can gather on a pupil when they join you, the more appropriately you can match provision to their needs.
- 3. Whenever possible utilise a translator during the initial information gathering process.
- 4. Consider how your school environment makes pupils and families feel welcome and valued. The signs and displays in your entrance area, and throughout your school, give a strong message to all visitors and newcomers.

Induction Process

When a pupil/family approach school, basic information is gathered. A date is arranged for parents to meet the EAL Co-ordinator and have a tour of the school. Appropriate translation support is agreed and arranged to gain quality information.

Ideally the translator would be a professional but it may be that a parent or other community member can support you. Ensure that the family joining you are happy for this



to happen as they may be sharing sensitive information.

Don't forget the importance of gathering accurate contextual information. What has the pupil's experienced prior to coming to your school? Are their additional social and emotional needs that will need addressing. This will help with provision of pastoral support but most importantly provide a deeper understanding of the individual pupil.

EAL Co-ordinator and relevant teachers begin preparations of materials to support the pupil when they arrive in school.



The EAL Co-ordinator welcomes pupil and family and makes introductions to pupil buddy and relevant staff. Ensure pupil and family receive all the induction information they need in an accessible format.

Ensure the pupil is as involved in class as possible during the first few weeks, that they regularly have time with their peer



buddy, that they are exposed to good language models and have access to a panic box (see separate Quick Read Leaflet) if appropriate.

The EAL Co-ordinator carries out an initial EAL assessment within the first 2 weeks and uses this to draw up an intervention plan. (Tools such as the EAL Profile and Individual Language Plans contained in the PSS EAL Toolkit can be used).



Staff are made aware of specific needs and the intervention plan is shared with them.