WEST PENNARD C OF E PRIMARY SCHOOL

EAL Provision Grid

Child…………………….…   School…………………………..   Date…………………..

Year …………………………..   Class…………………………………

EAL/BME provision map

New arrivals	Wave 1 (general support)	Wave 2/3 (additional support required)
Advice and guidance on new EAL child booklet on CR. Family has school 'welcome/introduction' booklet. Able to pronounce name correctly. **Before start date –** - Pre-visit to school arranged (for child and family) - Interpreter contacted (from EMAS) if no bilingual relative, friend or adult available and family have no English language. - Previous educational experience established. - Timetable given, including when P.E. is. - Find out about any dietary requirements (especially if religion needs to be considered) - Class told of new pupil and informed about his/her country and culture and language background (find on world map) - Pupil to meet new class - Welcome poster displayed with several languages (see page 1 on guidance booklet CR) - Find out if any other adult/child in school has knowledge of the new arrivals language. - Learn to greet new pupil in their language if possible and teach to class. - Tour of the school. **On the first day –** - Welcome poster displayed - Introduce nominated (sensible) friends - Have a special friend to stay with new arrival throughout day (and for first 2 weeks). - Involve new comer as soon as possible,	Visually meaningful plan of the day/week. Make sure child understands symbols and times etc. Labelled objects in classroom, where appropriate. Multilingual signs around school and classroom. Picture/label (multilingual) fan of everyday objects and phrases – see CR 'picture word cards'. Pupil to feel safe and secure. TA used for additional support. Teachers (adults) to be aware of EAL pupil – especially at break/lunch times. Communication with parents/carers with child settling in. Collect any additional resources/equipment/materials needed for new pupil (i.e. books in their language). Have translation dictionary to hand (for teacher and pupil). Translate key words for subjects to hand for child (word bank) Displays also to include words in child's 1st language – may need to get parents to help with this if poss. Investigate useful websites (including EMAS website) – see helpful website list on CR.	TA to be used 1:1 for structured language development sessions (Chatterbox programme). See other SEN literacy resources for support on IEP provision map (skill builder etc). EMAS services involved. ILP Sessions with other adult/child who shares the same language. General letters/notes explained or translated. Communication book with family (include photos etc). Key words for subject taught previous to lesson/term (with visual pictures) – to be taken home for parents to work with child too. Focus initially on supporting pupil to listen, understand and speak. Pupil sat with friend of same first language (where possible). Use of tape recorders for listening to stories in English and/or first language. Books/tapes in first language begin used. If child unable to write in English, encourage them to write in their first language – use parents, if possible, to look at work. Still have 'special buddy' system.

especially in practical activities.
- Classroom equipment ready for new pupil.
- Tour of the school (toilets, fire exit, hall etc.) with children.
- Colour coded floor plan if necessary.
- Picture/label (multilingual) fan of everyday objects and phrases – see CR picture/w cards
- Teachers (adults) to be aware of new pupil – especially at break/lunch times.
- Display written examples of the pupil's first language around class and school.
- Does pupil have a lunch box?

Pupil to feel safe and secure.

Show bilingualism is valued.

British cultural knowledge/experiences not taken for granted – has your pupil ever seen a castle? Park? Are they permitted to sit besides pupils of the opposite sex?

Have looked at resources on CR in EAL/BME folder.

Completed EAL form to LC.

Know religion of child and if they are able to participate in school assemblies etc. (however, we are a C of E school).

See *Action Planning for EAL pupils* on CR, which provides targets and teaching strategies.

Link targets to an ILP (individual language plan) – to be set out like an IEP – template on CR.

Parents/carers been asked to help with translation of basic words/instructions.

Map of country of origin, photos and basic information displayed in classroom.

Chatterbox resources (EAL programme for language development) – we have pack 1 in school (own copy).

Other series of Chatterbox can be brought into school on loan.

Language assessment (by inclusion leader and class teacher) using *EAL Pupil Assessment Pack* by Bristol on CR,
Summary report and ILP written by LC.

Lots of speaking opportunities written into lesson plan – paired/group.

Visual classroom displays/teaching strategies.

Model language.

Have previous records/reports/assessments.

Information from internet of how other children of that ethnic group is achieving.

EAL child put with good models of English language, not just in SEN groups.

Involved in lots of practical activities, including classroom jobs – handing out books, preparing equipment, relaying messages.

Lots of speaking opportunities written into lesson planning – paired/group.

Model language, repeating, asking them again etc.

Writing/reading – beware that other languages have different conventions, such as writing right to left and top to bottom, e.g. Urdu, Arabic and Chinese.

Child's first language used within classroom.

Dual language resources has been investigated and used.

Teaching plan includes specific tasks/opportunities for EAl pupil.

Used tick list in *Advice and guidance on new EAL child* on CR:
- Suggested classroom activities (listening, reading, speaking and writing) page 9 (page 13-15)
- Deciding which language items to teach, page 10-11.
- Checklist of functions and sentence patterns, p 12

Language level has been agreed (formal assessment).

LC has information pack for advice about EAL/BME.

Regular assessment – can informally just highlight criteria for level descriptors in *Advice and guidance on new EAL child* on CR (page 19-20)......or......
Dudley Language Descriptors (CR) – tick list.

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* CR = central resources (in EAL/BME folder – see SENCo/EAL co-ordinator)   **LC = Lorraine Clarke (SENCo/EAL co-ordinator)