



## Whole school - supporting newly arrived multilingual pupils

Whole school policies and practice	Multilingual lead/ inclusion staff
<p><a href="#">Racial justice</a>, intersectional and <a href="#">multilingual approaches</a> in place with safeguarding first.</p> <p>Welcome proactively and sensitively in person and online, ensuring pupils are seen as belonging in your community - they are not visitors.</p> <p>Provide a decolonised and inclusive environment and curriculum.</p> <p>Different faiths and religions are valued and pupils supported e.g. <a href="#">Muslim practices</a></p> <p>Robust equal opportunities policies including on <a href="#">racism</a> and racist bullying are accessible and explained to all new pupils and families.</p> <p>Trauma informed, flexible practice (see these <a href="#">leaflets</a> for parents), wellbeing and mental health support, including through PSHE.</p> <p>Displays, library books and assemblies focus on the knowledge of the world that all pupils and families bring to the school <a href="#">Language of the month; information about countries</a>.</p> <p>Actively involve parents in all aspects of school using interpreters/ translation</p> <p>Invite in visiting speakers from local communities/ parents/ voluntary organisations to educate about new pupils' backgrounds, languages etc. and provide positive role models of people who arrived in the UK as children.</p>	<p>Family meeting with <a href="#">interpreter</a> to gather information and to explain UK and your own school system to the family and how they can support (See AfC <a href="#">list of questions</a> ; <a href="#">EAL Academy admissions booklet</a>; <a href="#">information for parents</a> in lots of languages).</p> <p>Buddy parents with others who can support them.</p> <p>Oversee induction and <a href="#">welcome booklet</a> (you can make your own) and share pupil profile with staff e.g. <a href="#">Wokingham form</a></p> <p>Share background information with other staff including cultural differences and home country education system (e.g. <a href="#">Afghan culture</a>; <a href="#">languages</a>; <a href="#">Ukrainian education system</a>; <a href="#">Hong Kong education system</a>)</p> <p>Assess English fluency and <a href="#">home language</a> in liaison with class teacher - <a href="#">Bell Foundation</a> or <a href="#">Hounslow</a> - and set high expectations with clear future planning</p> <p>Place in appropriate classes/ subjects - <b>see our post 14 guidance here</b> and ensure all new EAL pupils and parents have full careers advice on all options leading to FE and HE</p> <p>Provide withdrawal class to parallel, pre-teach or give basic English <b>if needed</b></p> <p>Contribute to regular CPD including shared planning, signposting resources and liaise closely with SENDCo and PPG lead.</p> <p>Allocate to after school activities and <a href="#">outside support</a> (eg ESOL for parents), include in multilingual language clubs, home language GCSE.</p>



Class/ Subject teacher	Other Pupils
<p><a href="#">welcoming new multilingual learner checklist</a> (primary)  <a href="#">welcoming new multilingual learner checklist</a> (secondary)</p> <p>Appropriate, purposeful work using EAL pedagogy in whole class lessons- see <a href="#">Great Ideas</a>, <a href="#">Achieving for Children summary of teaching strategies</a></p> <p>Use the proficiencies in English assessment tools to guide planning - <a href="#">Bell Foundation</a> or <a href="#">Hounslow</a></p> <p>Fair, inclusive, trauma informed behaviour strategies - awareness of mental health, focus through PSHE - buddy carefully with others</p> <p>Focus on developing rich language environments and a <a href="#">translanguaging approach</a> to learning</p> <p>Use visuals and L1 as much as possible to help settle <a href="#">feeling fan</a>, <a href="#">timetable</a>, <a href="#">key words</a>, <a href="#">School phrasebook</a>, <a href="#">bilingual dictionary</a> and <a href="#">survival flashcards</a>;</p> <p>Create spaces to feel safe to make mistakes, take risks</p> <p>Allocate roles, create opportunities to value success and their contributions</p> <p>Send work home (e.g. pre teaching through visuals) and set <a href="#">appropriate homework</a>;</p> <p>Track progress and maintain high expectations</p>	<p>Know how to welcome and respect</p> <p>Some trained as buddies (not just those with the same first language)- “<a href="#">young interpreters</a>” (accessed through LGFL) or “hero helpers”. See also the <a href="#">EAL Academy Buddy Booklet</a></p> <p>Know how to support new arrivals - scroll down to peer support <a href="#">here</a></p> <p>Help out through joining interest clubs that new arrivals want to take part in</p> <p>Learn about the new pupil’s country and language</p> <p>Learn about the reasons for migration, the need for equity and justice, inclusion, push and pull factors - learn about the history of migration in our area and in the UK</p> <p>Examples of books to use with the whole class when preparing for new arrivals - Primary: “The Journey” by Anne Sibley; Aaron Becker, “I’m New Here”; “The Boy at the Back of the Class” Onjali Rauf; Secondary: “The Arrival” by Shaun Tan, “The Weight of Water” by Sarah Crossan</p> <p>Know how to recognise and report racism and bullying</p> <p>Experience immersion</p>



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