|  |  |  |  |
| --- | --- | --- | --- |
| Stage 1 - Prepare | | | |
| Procedure/Task | Who? | Completed | Comments |
| School admissions meeting |  |  |  |
| Home visit? |  |  |  |
| Admissions forms completed |  |  |  |
| ID checked – immigration status captured |  |  |  |
| Language background information completed |  |  |  |
| SIMS completed |  |  |  |
| Language added to EAL tracker |  |  |  |
| Tour of school and introduced to class teacher |  |  |  |
| Free School Meals form completed |  |  |  |
| New arrivals grant form completed |  |  |  |
| MLA needed and booked? |  |  |  |
| School information and how to help at home leaflets given to parents (bilingual resources) |  |  |  |
| School uniform provided? |  |  |  |
| Homework expectations shared |  |  |  |
| Start date agreed – mid week? |  |  |  |
| Child literate in home language? |  |  |  |
| Travel arrangements checked – free bus pass needed? |  |  |  |
| Stage 2 - Alert | | | |
| Buddy assigned (ideally same home language ) |  |  |  |
| Same language pupils identified across school |  |  |  |
| Pupil profile sent to all relevant staff – class teacher, EAL lead, office staff, SLT) |  |  |  |
| Initial resources prepared – survival fan, bilingual dictionary etc.) |  |  |  |
| Bilingual resources – reading books, signage displayed |  |  |  |
| Seating plan considered |  |  |  |
| Visual timetable put in place |  |  |  |
| Prepare class – teach some words of welcome in home language and PSHE around pupil background i.e. Ukrainian conflict |  |  |  |
| Stage 3 - Welcome | | | |
| Begin school midweek |  |  |  |
| Introduce to class teacher and class |  |  |  |
| Tour of school with buddy |  |  |  |
| School planner/timetable given |  |  |  |
| Tray and peg labelled |  |  |  |
| School map given |  |  |  |
| Visual induction booklet given |  |  |  |
| Check food and drink for lunch |  |  |  |
| Check they know where the toilet is |  |  |  |
|  |  |  |  |
| Stage 4 - Support | | | |
| Continue PSHE with class as appropriate |  |  |  |
| Introduce Young Interpreters |  |  |  |
| Survival English Intervention |  |  |  |
| Monitor progress – complete EAL initial assessment/place on tracker |  |  |  |
| Follow up call to parents (with help of MLA if appropriate) |  |  |  |
| Schedule pastoral time – learning mentors |  |  |  |
| Deploy in class strategies to scaffold learning across the curriculum |  |  |  |
| CPD sought for key staff - https://www.coventry.gov.uk/ethnic-minority-achievement-service-emas/continued-professional-development-cpd |  |  |  |
| Place key resources in central place on internal school system and flag this up to staff. |  |  |  |