Induction program for new pupils who use EAL at Woodlands Primary School

At Woodlands we use the PAWS model (**P**repare – **A**lert – **W**elcome – **S**upport) of support outlined by 'The Bell Foundation'.

Prepare – Prior to admission:

- Gather information from the learner and parents to create a pupil profile
- Arrange a tour for the new pupil and parents / carers with first language support where possible
- Provide information for the parents, e.g. homework
- Agree a start date and organise an initial timetable

Alert – Before the pupil starts:

- Send the pupil profile to all relevant staff
- Organise a buddy system for class and break times
- Prepare resources for the learner's first few days
- Plan support for each part of the day
- Make essential arrangements, e.g. PE kit, School Meals

Welcome – The first days:

- Greet new arrivals and take them to class
- Introduce them to their buddy(ies), their pegs, seats etc.
- Check they have food, drink and activities organised for lunch time
- Give them 'emergency language' visual fan and show them what each picture means (see appendix 1)
- Show them where the toilets are and where they can get a drink from

Support – The first weeks:

- Put language support in place, e.g. consider creating a scheme of work for learners who are New to English
- Create visual resources to support learner's language development (see appendix 2 of vocabulary to acquire within first term of school)
- Child to spend time with peer who speaks their first language (if possible)
- Send home EAL packs for homework that allow children to access NC and topics currently being taught
- Put pastoral support in place (if needed)
- Keep in touch with parents
- Assess child's English language proficiency using 'The Bell Foundation Framework' within the first term of starting Woodlands
- In conjunction with the EAL lead, create a support program for the child within the first term

Appendix 1

Emergency Vocabulary

- Hello
- Goodbye
- My name is…
- Toilet
- Hungry
- Drink
- Hurt
- I need help

Appendix 2

- Class room objects
- Colours
- Animals
- Emotions
- Numbers
- Question words
- Shapes
- Common verbs
- Common adjectives (big, small, hard, soft etc.)