

Fawbert & Barnard Infants School Multilingual Admissions Process



Admissions Visit

Parents/ carers and new pupil tour the school.

If possible, pupil to visit classroom (without parents) for 10 minutes: Class Teacher to complete brief introduction & gather initial knowledge. Parents to complete admissions forms with member of staff during this time. ***This must include 'rescue words' for children with limited English.***

Class Teacher is informed of pupil start date and given all information acquired to date.

Prior to Arrival and Initial Days

Prepare class & staff to welcome new pupil by learning 'hello' in their language (and other key words if possible).

Display dual language resources in the classroom for key resources.

Prepare child's peg, books etc all clearly labelled (ensure spelling is correct).

Choose a few current pupils to support the new child on arrival.

Regularly check in with pupil.
Provide updates to parents/carers that include photographs showing key moments: forming friendships, in the canteen, outside play etc.

Regardless of ability, ensure new pupil remains in classroom setting at all times initially so they can familiarise themselves with routines and observe processes.

Provide pupil with a welcome booklet that shows key information:
Photo and names of key adults, photo and labels of key areas. When relevant have translation in home language underneath English.

Post Arrival

Use data to inform and adapt support as required. The Bell Foundation EAL Assessment Framework should be reviewed with the child half termly.

Carry out interventions for a measurable period, recording and monitoring as appropriate.

Differentiate lessons accordingly and ensure the child can access learning at an appropriate level within the classroom.

Assess

Review

Do

Plan

Class Teacher to complete assessment of child's English proficiency using The Bell Foundation EAL Assessment Framework.

Decide on a Band A – E for the child.

If child is placed in Band A or B then an Individual Provision Plan must be created outlining individual targets and the support in place for these to be achieved. Inclusion Lead involved to offer support.

Class Teacher to feedback results of assessment to relevant staff. Decide on any relevant 1:1 support or interventions, using the Bell Framework to support targets. Create pupil provision map.