



Oasis Academy Fir Vale

New arrivals and EAL approach



Intent

At Oasis Academy Fir Vale we are dedicated to providing children with high quality education matched to their needs. We aim for induction arrangements to meet the needs of each child and their family to enable a confident start in their new setting. We aim to help children settle as quickly as possible. Our curriculum is carefully planned so children can access learning in a meaningful way and to help compensate for missed experiences. Home languages are valued in school and we have a range of bilingual staff in school. We aim to find out about children's culture and home language to instil a sense of pride.

We know that:

- The ability to use more than one language is a complex skill.
- The more children develop their first language the easier it is to develop another language.
- Children who are new to English may go through a silent period, which is a normal stage of development. This is when receptive learning will be taking place. Children can also experience 'culture shock' due to a high degree of change. Newly arrived children should have time to settle in and access support using a range of strategies and interventions before referrals are made to external agencies.
- First stage EAL learners are international new arrivals who are new to English or are children who have not been exposed to much English before starting school.
- Children progress to become second stage EAL learners and then advanced EAL Learners.
- According to research by Cummins, children learning EAL learn basic communication within around 2 years. The ability to read, write and achieve in an additional language can take up to 7 years.





New Arrivals

Admit meeting

- Completion of the admissions form in home language
- Tour of the school
- Expectations – times of the day, uniform, dinners, PE
- All about me

Information gathering

- Admissions lead to contact any known previous schools attended
- Follow up any development, allergy and medical concerns

Starting school

- **Every child is an individual and their needs should always come first**
- A visit or visits with parent(s) or a familiar adult are planned as needed to help children to gain a sense of security with their new surroundings and adults
- Children will usually start on the Wednesday after their admit meeting so they can be welcomed into school by the Admissions Leader
- Class teachers must ensure children have a coat peg, learning pack and books with printed labels and a date of admission sticker in

School ready baseline

- An initial diagnostic assessment should be completed by the class team and uploaded to Cpoms within 10 days of the child starting which includes:
- My family picture (to go in English books) with notes about pencil grip, understanding of English writing conventions, strategies used and the child's comment
- NASSEA steps on EAZMAG (nearest assessment point) & A-E code on Bromcom
- Phonic assessment – Read Write Inc
- EAL maths assessment

6 week review meeting

- A member of the class team will arrange a 6 week review meeting with the child and family.
- The meeting should cover how the child has settled in, attendance, punctuality, behaviour, uniform, dinner money/healthy lunch box, PE kit and home learning.
- It is also a chance for families to share any concerns or worries.
- The meeting notes should be added to Cpoms.

Returning Children

- Where possible children will be placed back in the same class to help them reintegrate socially.



New arrivals support

- Survival language support is provided through a communication mat or fan
- Children should have a buddy to help them begin to make friendships
- Each class has a visual timetable to support children to understand routines

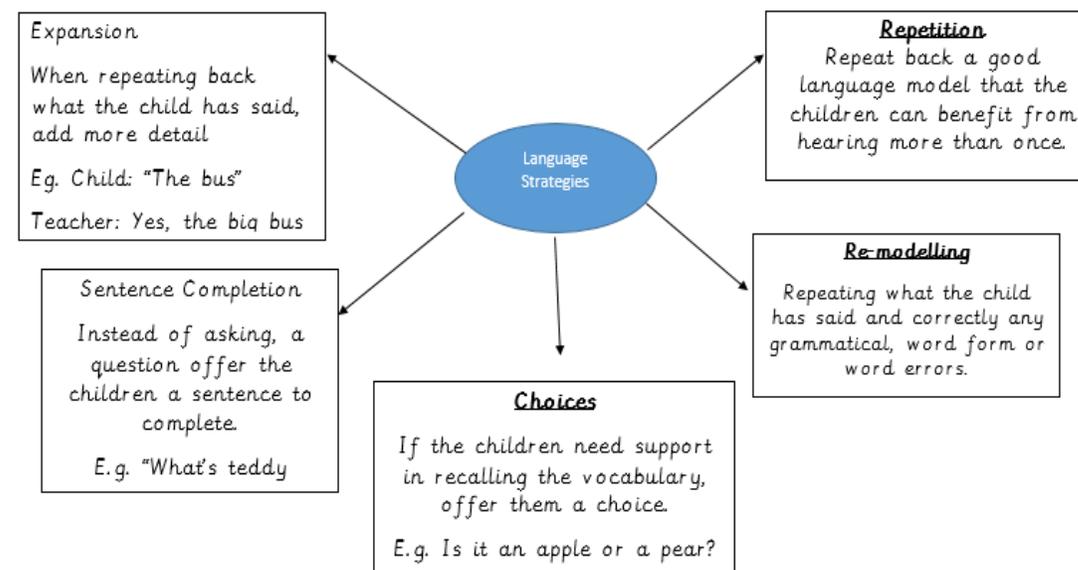
Fair access to the curriculum:

- Communicate in Print is used as often as possible to support independence and understanding.
- Picture Exchange Communication System is used where required to teach functional communication.
- Makaton is also used where needed. Makaton has been proven to assist with the development of talk. Use of visuals helps children contextualise and make sense of new language.



EAL provision – language strategies

- Standard English should be modelled by all adults in school.
- There are 5 other strategies outlined on the right that should be used in every lesson as appropriate.
- Children will be expected to answer questions in full sentences.
- If a child answers using 1 word, they will be asked to answer in a sentence. If the child needs support the adult will model the sentence for the child to repeat.
- It is essential that children are given thinking time and time to rehearse their contributions, talk partners support this.





EAL provision – vocabulary building

Word Aware

- This is a structured whole school approach to develop vocabulary.
- It is particularly valuable for children who start with a vocabulary gap.
- Words are classified in a topic into 3 tiers; anchor words, Goldilocks words and step on words.
- Word pots are used in classrooms to revisit and review words taught previously.
- Co-build dictionaries are also used from Y2 upwards.

Stories for Talking

This is a structured programme that supports early language development and skills through stories. This approach is used in EYFS.





EAL – push on interventions

LEAP & VIP & NIP

- LEAP (Language Enrichment Activity Programme) has been developed by the Sheffield Speech and Language Therapy service and is recommended as a way to support children's language development.
- It is an intervention which focuses on early language semantic categories; body parts, actions, food, animals, clothes and home and transport.
- Children complete activities at different key word levels to support their understanding, talking and social skills.
- LEAP has been found to be particularly effective for supporting children with EAL.
- Through the LEAP baseline screening process, children are allocated into different key word groups. This screen is re-administered at the end of the group to measure progress.
- Following the outcomes of the LEAP group, the next steps for the children are decided. Children may either be taken off the programme, access a different intervention, move up a key word level, repeat the same key word level, or, if they have made very little/no progress for no identifiable reason, be referred to the speech and language therapy service.

LEAP progress criteria is provided by SALT:

Progress	Vocabulary	Key word levels
Excellent	Increase of 10+ items	Moving up 1KW level or more in understanding and talking
Good	Increase of 5-10 items	Moving up 1KW level in understanding or talking
Expected	Increase of 0-5 items	Increase within the KW level being targeted
Less than expected	No increase in naming items	No increase in key word level score



EAL – targeted support

Communication group

Social communication and interaction groups were devised by speech and language therapists. They aim to support children to join in with small group activities. They provide structured opportunities for children which encourage them to become aware of other people, to make choices, to develop imitation skills and learn how to take turns.

Time to talk

This is an intervention focused on speaking in full sentences which allows the children to get to know their own voice.

Precision teaching

Precision Teaching is a strategy used to target a specific skill using 1:1 session for 5 minutes each day. Sounds, common exception words or numbers are carefully chosen and worked on each day, an assessment is used to show progress over the term.

Shape coding™

The system uses visual coding to support children to understand the rules for how words are put together in sentences, develop understanding of grammar and develop the ability to use grammar.



EAL – intensive support

Attention Autism

This is used to develop concentration, engagement, attention and turn taking skills in a small group. It is recommended by the Speech and Language service and the SCERTs program.

EAL reading

This intervention draws on ideas from other reading interventions e.g. reading recovery, Fisher Family Trust. It aims to develop knowledge of print based texts, sight reading of common exception word and the ability to use phonics to accelerate reading of PM starter books.

SALT

We buy in a speech and language therapist for a day a week to support identification of pronunciation difficulties or developmental language delay. Advice informs wave 3 intervention implemented in school.

ROMLAT

ROMLAT has been designed by the speech and language service as a way to measure a child's acquisition of their first language if it is Roma. From these results a judgement can be made regarding whether a child has general language needs (and so possibly has either Developmental Language Disorder, a Specific Learning Difficulty that affects the short term memory or a General Learning Difficulty) or is just having difficulty acquiring English and so needs further work to increase their vocabulary.



Staff CPD

EAL provision in school is led by our EAL Champion who has is a qualified teacher and also has a masters in TESOL.

Staff training sessions in school:

- Supporting new arrivals and EAL (Learn Sheffield)
- School of sanctuary refugee awareness
- Word Aware (Learn Sheffield)
- Early language development strategies (SALT)
- LEAP and VIP training (SALT)
- Early language group training (SALT)
- NELI training

Bell Foundation have a range of support resources for staff to use:

<https://www.bell-foundation.org.uk/eal-programme/guidance/>

<https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/>