

# Multicultural Development Team

## New arrivals at Key Stage 3 & 4: Suggested guidance for inclusion

### Before the student starts school:

- Alert the Multicultural Development Team of the student's arrival (01952 380828/ [Jennifer.mcbride@telford.gov.uk](mailto:Jennifer.mcbride@telford.gov.uk)). The team will be able to provide immediate support and guidance over the phone/ by email where needed, and signpost schools to appropriate resources. They may be able to provide bilingual staff to help with the initial meeting with parents/ carers/ student. An initial assessment of EAL and linguistic/ educational background will be carried out by an advisory teacher once the student is in school.
- At the initial interview, try to find out as much as possible about the student's previous education and the languages they know.
- If parents/ carers are not confident in English, communication may be improved using Google Translate or other online translation.
- Parents/ carers may need additional information about the UK education system.
- When students arrive in Year 9/10/11 with little English, some schools may consider placing them in the year below their chronological age. This sometimes enables the student to attain more highly but has disadvantages that need to be discussed fully with the student and his/ her parents/ carers. It is not advised that a student is placed more than one year out of cohort.
- Alert staff and students that the new student will need additional support, and make sure everyone knows how to pronounce his/ her name and which country they come from.

### When the student first starts school:

- Organise several students to act as buddies; talk to them about how they can help the student to feel comfortable. Choose buddies who will provide good models of spoken English as well as of behaviour, and who will empathise with the new arrival's situation.
- If there are other students who share the new arrival's language, use their skills to help settle him/ her in.
- For subjects where students are in ability groups, it is recommended to place a new arrival in a middle or upper set until their abilities become clear.
- Provide a timetable and a map of the school. Help the student find translations of the subject names, or provide a visual timetable.
- Bilingual phrase booklets in a range of languages can be downloaded from [Bracknell Forest EAL Service](#) to help with communication in the first few weeks.
- For students who are literate in their home language, ensure they carry a bilingual dictionary at all times (dictionaries are available for loan from the Multicultural Development Team).
- Where possible, arrange for such students to have access during lessons to online translation via Google Translate etc
- Provide an exercise book for the student to use as a personal dictionary and model how they can record words and their translations.
- Make sure the student knows:
  - where s/he can go e.g. at lunchtime; provide a safe place if s/he wants to have some time away from the crowds.
  - the name and face of an individual member of staff that s/he can go to with any questions or problems, and where they can be found.
  - that bullying and racism are not tolerated by the school, and how s/he can report it

## Suggested teaching strategies:

### Classroom organisation:

- Seat the new arrival towards the front of the class where the teacher can maintain eye-contact.
- Seat so that she/ he faces the board/ screen directly to minimise problems with copying.
- Initially, seat with buddies or with students that share the new arrival's language.
- Use plenty of eye-contact and non-verbal communication to help the student feel at home. Speak to him/ her individually at the beginning and end of class.
- Involve him/ her in classroom organisation e.g. giving out books.
- Provide access to online translation during class.
- Be aware that many classroom activities will be unfamiliar to new arrivals, particularly those who have come from a more formal education system. They may need time to adjust and to understand, for example, why they are doing group work. Expectations of behaviour may also not be clear.

### Listening and speaking:

- Avoid long periods of teacher talk
- Support teacher talk with visuals
- Provide keywords on the board or individually, that the new arrival can translate
- Use simple, clear English and be prepared to repeat/ re-phrase. Avoid unnaturally 'simplified' English and encourage students to do the same.
- Be prepared for a 'silent period' before the student is ready to speak English: for some this may last some months. This is not a concern as long as the student responds non-verbally.
- Ask questions that check understanding non-verbally – nodding/ shaking the head, pointing, matching, drawing. Avoid asking 'do you understand?': pupils may say 'yes' whether they do or not.
- Build in thinking time when asking questions to the whole class
- For pair work, seat in a three with students who can provide a good model of English.
- If other students share the new arrival's first language, arrange opportunities for talk about the lesson in first language. Make clear that the usual rules about talk in the classroom apply whatever language the students are using.

### Reading:

- Be aware that students who are literate in a language that uses Roman script may be able to read aloud fluently in English but without understanding.
- Where possible, provide a copies of texts that the student can annotate with translations etc. This also allows the student to take the text away and re-read it at their own speed. Model annotating the text with the student.
- Support reading with visuals. Gesture, sketches and mime are useful as well as pictures/ objects
- Remind him/her to record important new words in their personal dictionary with translations
- Give pupils a question/ task before they read, that provides the gist, a context and a purpose.
- Provide opportunities to read in pairs/ threes

### Writing:

- Where possible, avoid the student copying at length without understanding.
- Encourage the student to annotate his/her exercise books with translations etc: they may need to be reassured that they are allowed to do this.
- Highly structured writing tasks suitable for students who are new to English include labelling pictures/ diagrams, writing captions, completing sentences that follow a pattern, filling in blanks in simple texts, choosing words from a word bank to complete a text.
- Graphic organisers help students consolidate learning without having to structure English sentences
- The student may find it helpful to write in first language at times, particularly more extended writing.

### Homework:

- Arrange for homework to be written in the student's planner for him/ her
- Homework may need additional explanation/ modelling, or alternative tasks provided such as re-reading a text from the lesson or learning the new words from his/ her personal dictionary.

**Further information** is available from the National Strategies' [New Arrivals Excellence Programme](#)