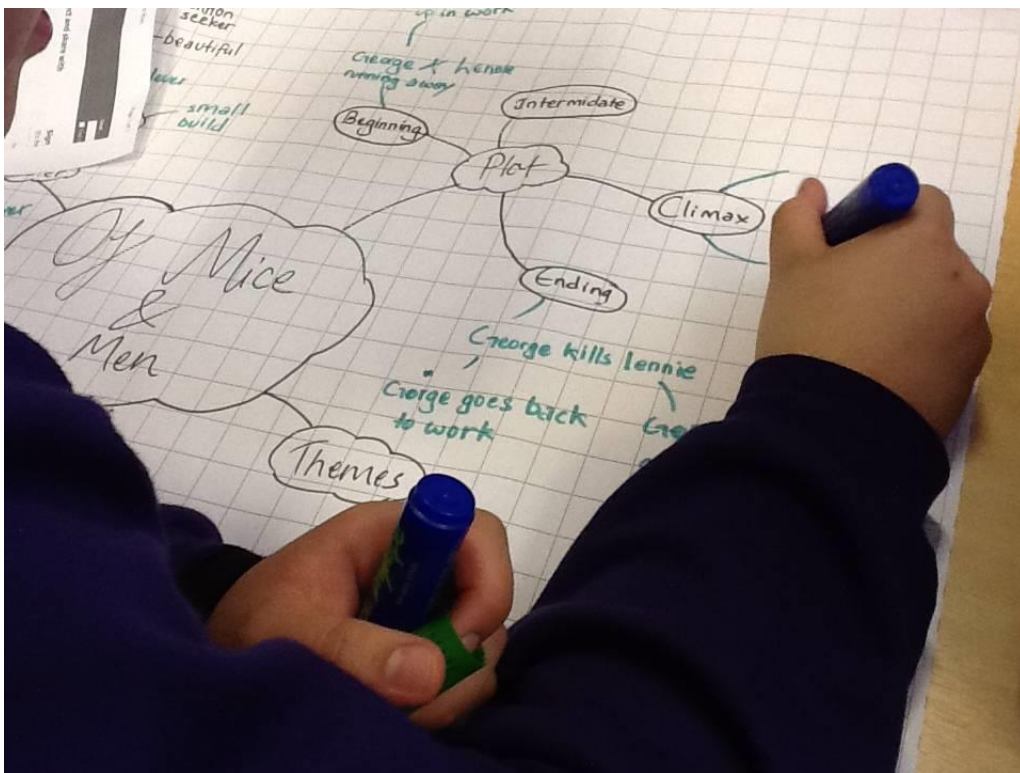# Hampshire Ethnic Minority and Traveller Achievement Service

Equality, Excellence, Diversity

Guidance on good practice relating to the admission, induction, support and provision for newly-arrived learners of English as an additional language joining Key Stage 4 (Late Arrivals)

Version 4 (October 2019)

For more information please visit: www.hants.gov.uk/emtas

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Foreword

This guidance was produced by Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS) to support schools receiving students arriving during Key Stage 4.

We recognise that those students who arrive during Key Stage 4 are entitled to full-time education. Through integration into mainstream education, students should receive an education appropriate to their age, aptitude, interests, ambitions and cultural identity.

This guidance focuses on good practice. Its aim is to support schools to offer excellent provision to those students who are admitted during Key Stage 4, making use of the full range of best practice strategies and drawing on the knowledge and experience of Hampshire schools in meeting the needs of this particular group of students. In this way, schools will be able to appropriately tailor their offer to late-arriving students, giving them access to a broad range of educational opportunities so that they may achieve good rates of progress throughout their time in education in the UK.

This guidance addresses ways of meeting the support needs of students arriving in Key Stage 4 from induction through to suitable progression routes at the end of Year 11. It acknowledges that many students joining a school in the UK at this stage in their education may not be aware of the options available to them. The guidance considers the impact of the recent changes to the school leaving age and outlines different possible progression routes for learners to the age of 18.

The premise of this guidance is that schools can support students' access to quality first teaching, paired with the fundamental principles of care and inclusion. This guidance will start by identifying those students who may be described as 'Late Arrivals' (new arrivals in Key Stage 4) and then focus on the induction process for a Late Arrival, closely considering the possible impact on a student joining a new school in an often unfamiliar education system. It then considers possible on-going support for students whilst at school as well as exploring supporting students with the next steps beyond secondary school.

This updated version of the guidance (October 2019) contains references to updated guidance and policies since Version 3. Please note where parts of this guidance are highlighted in yellow, keeping in mind possible future events, these parts of the guidance are likely to change.

The EAL Excellence Award may also help schools plan for and support Late Arrival students. The Excellence Award is an online school self-evaluation framework for monitoring the impact of provision for pupils learning EAL as well as the wider aspects of black and minority ethnic achievement. Please see the Hampshire EMTAS website for more information.

It is hoped that this guidance document will help schools offer appropriate support to accelerate the progress of their Late Arrivals, helping ensure these students fulfil their aspirations in life.

Jamie Earnshaw
EMTAS Specialist Teacher Adviser
October 2019

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Aims of this guidance

This guidance was written for schools to enable them to best support Late Arrivals as they settle into school life and to establish an appropriate course of study with careful consideration of the individual student's future aspirations.

The aim of this pack is to ensure that the provision made for late-arriving students, and the support offered to them, is appropriate to their needs and enables them to achieve as highly as possible in the short time that they are in Key Stage 4. Whilst keeping expectations high, this guidance also seeks to explore possible links with colleges for both academic and vocational routes.

Who are Late Arrivals?

For the purposes of this guidance, a Late Arrival is defined as a learner who enters education in the UK for the first time during Key Stage 4.

The amount and nature of previous schooling will vary greatly from student to student. Therefore the Late Arrival's prior education should be carefully determined at the outset.

A Late Arrival could have:

- little or no formal education experience
- schooling with some/many gaps
- education with differences in topics/subjects studied
- had a highly academic education with few or no significant gaps in learning
- been educated in English (or perhaps at least in some lessons) but experienced a different education system.

A Late Arrival's programme of support should build on the student's prior education. This guidance sets out to support schools with this process.

Legal requirements relating to the admission of Late Arrivals in Key Stage 4

The School Admissions Code

The School Admissions Code (DfE, 2014) states that 'admission authorities must ensure that their arrangements will not disadvantage unfairly, either directly or indirectly, a child from a particular social or racial group' (see section 1.8).

Children from overseas

In addition to the above, section 2.19 of the School Admissions Code states that 'admission authorities must treat applications for children coming from overseas in accordance with European Union law or Home Office rules for non-European Economic Area nationals.'

Therefore, in most cases parents of children arriving from overseas can apply for places in state-funded schools in England. Students should not be refused entry purely because they are entering the UK education system towards the end of compulsory school age and/or because they speak little or no English.

However, the following children are **not** entitled to a state education:

- children from non-European Economic Area (EEA) countries who are here as short term visitors: these are children who live abroad but have been admitted to the UK for a short visit, for example as tourists or to visit relatives.
- children from non-EEA countries who have the UK Border Agency's permission to study in the UK: these children are allowed to study in England on the basis that they attend an independent, fee-paying school.

The Equality Act 2010

The Equality Act 2010 sets out the duties placed upon public authorities, including schools, to prevent discrimination and harassment. These include:

- Promoting equality of opportunity
- Promoting good relations between persons of different racial groups
- Eliminating unlawful racial discrimination.

The Act covers anyone in schools who has one or more of the following 'protected characteristics' as defined by the Act:

- Age;
- Disability;
- Gender reassignment;
- Pregnancy and maternity;
- Race;
- Religion or belief;
- Sex;
- Sexual Orientation.

A person can experience direct discrimination because of a protected characteristic, even if the person does not have the characteristic himself/herself:

- Discrimination because of **perception** takes place where someone is treated worse than others because they have been perceived to have a characteristic.
- Discrimination because of **association** takes place when a person is treated worse than another person because they associate with a person with a protected characteristic.

Part 6 of the Act states that the responsible body of a school must not discriminate against a pupil:

(a) In the way it provides education for the pupil;
(b) In the way it affords the pupil access to a benefit, facility or service;
(c) By not providing education for the pupil;
(d) By not affording the pupil access to a benefit, facility or service;
(e) By excluding the pupil from the school;
(f) By subjecting the pupil to any other detriment.

A school's duties go beyond just formal education and also cover all school activities including extra-curricular and leisure activities.

In terms of a school's admissions policy, a school must not:

- discriminate in the arrangements that it makes for deciding who is offered a place;
- place any terms on a person's admission which are discriminatory;
- refuse a place for discriminatory reasons;
- harass a person who has applied for a place at your school;
- victimise a person in relation to admission to school.

The exceptions to this are as follows:

- admission to single sex schools;
- faith schools – this does not allow discrimination on any of the other prohibited grounds such as sex, race or sexual orientation;
- selective schools which are using permitted forms of selection on the basis of academic ability or aptitude are not discriminating by applying these forms of selection to disabled children who apply.

Therefore, the main duties of the school relating to admission practice and provision for the newly arrived Key Stage 4 student are:

- to ensure that the operation and impact of the admissions policy is non-discriminatory. For example, it would be discriminatory to attempt to refuse a prospective student a place in school solely on the grounds that they were aged 15 or 16 years and spoke very little English.
- to identify and address any disparities relating to the achievement and progress of students of different ethnic origins.
- to provide an appropriate and relevant curriculum for all students.
- to provide a pastoral support programme that takes into account ethnic, religious and linguistic differences and recognises the particular experiences and needs of students from all groups, including Travellers, refugees and asylum seekers.

The United Nations Convention on the Rights of the Child (1989)

In addition, it is important to consider the UN Convention on the Rights of the Child (1989) which sets out the rights of every child.

Every child has the right to:

- an education that prepares him or her for an active adult life in a free society
- the opportunity to enjoy his or her culture, profess his or her religion, use his or her language
- an education that develops his or her personality, talents and mental and physical abilities to the fullest
- an education in the spirit of understanding, peace, tolerance and equality
- an education that fosters respect for his or her own family; cultural identity and language; for his or her county; and for the natural environment.

The guidance in this booklet offers strategies in which these rights can be addressed. Furthermore, this guidance seeks to address the Government's aim for every child, whatever their background or their circumstances, to have the support they need to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

Requirements of the National Curriculum with regard to Late Arrivals in Key Stage 4 and associated guidance

The National Curriculum 2014 is very clear on the requirement of schools to promote the inclusion of all students, including students with English as an Additional Language (EAL). In addition, it is important for schools to ensure that all students are prepared for opportunities in later life, putting much emphasis on carefully determining the appropriate programme of study for each individual.

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'

The National Curriculum 2014 also stipulates that 'Teachers should set high expectations for every pupil'. Therefore, expectations should not be low just because a student has little or no English. The individual student's prior knowledge and education should be fundamental in any decisions made about the option subjects they choose.

'Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.' (National Curriculum, 2014)

The National Curriculum (2014) recognises that a student's understanding of a subject may be well beyond that which they are able to express in English and that teaching strategies should be adopted to ensure lessons are inclusive of all students.

> *'The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.'*

(National Curriculum, 2014)

Appropriate teaching and learning strategies are identified later in this guidance. Further support is available from Hampshire EMTAS.

School Performance Tables

Students who have been in the UK for less than 2 years do not have to be included in school League Tables if specific criteria are met.

The document '[June secondary checking exercise – instructions for all state funded secondary schools'](#) (2019) states the criteria as:

"PUPILS RECENTLY ARRIVED FROM OVERSEAS

Pupils can be removed from our calculation of performance measures if:

- they were admitted to an English school for the first time on or after the start of the 2017/18 academic year (considerations can be made where a pupil has been placed at another school for an interim period while awaiting immigration status); and

- English is not an official language of the country they arrived from.

While we appreciate that some children may speak a tribal language, if they are from a country that reports that their official language is English, then requests will not be accepted.

For ease of reference, a list of countries has been added to the documents page of the checking website, this provides a list of countries, indicating if a request to remove a pupil who has recently arrived from overseas would be accepted or rejected.

Evidence is required for exceptional circumstances involving children who do not immediately meet the criteria on dates because of time spent awaiting immigration status, or who spent time in refugee camps in other countries on their way to England.

Make these requests under the 'other' option then select 'EAL exceptional circumstance' and upload all the details and evidence listed on page 19."

Progress 8

The document 'Secondary accountability measures – Guide for maintained secondary schools, academies and free schools' Department for Education (2019) states that students who do not have key stage 2 results as they have arrived from overseas during secondary school will not be included in the Progress 8 measure.

Nevertheless, schools will need to be able to demonstrate the progress of these students throughout their secondary education.

Page 20 of the document stipulates:

'Pupils who have no key stage 2 assessment

There will be some pupils (those arriving at secondary school from the independent sector or abroad) who have no key stage 2 results to use as the baseline for the Progress 8 measure. These pupils' scores will not be included in the Progress 8 measure (and the pupils will not be included in the denominator when calculating the average of the progress scores for the school).

However, these pupils will be included in the attainment measures for the school, unless they have arrived from a non-English speaking country in year 10 or year 11 and the school requests for their results to be removed. We also expect the school to be able to show to Ofsted, parents and others the progress these pupils have made through secondary school. The school can do this by providing information from robust assessments of their own when the pupil enters the school, and then looking at the pupil's progress to GCSEs.'

DfE (2019)

Aims of an Induction programme

The aim of 'induction' is:

- to support the student in understanding the UK education system and the options available to them (including their options up to the age of 19
- to support the student in understanding the various qualifications available to them and how these link to possible future career choices (including Level 1 and 2 qualifications and GCSEs)
- to provide appropriate pastoral, linguistic and curriculum support in order for them to participate effectively in mainstream classes as soon as possible.

Flexibility in responding to a Late Arriving student is crucial. Each student's needs should be considered individually, his or her own views and aspirations for the future sought, previous educational background and prior achievements noted and provision and support planned accordingly. A student's prior education should be built upon. Therefore, as part of the induction process, an open discussion should be had with the student and parents/guardians to determine the most suitable timetable.

As there is not a single path recommended for all Late Arrivals, there are different approaches to provision which should be tailored to meet the individual's needs:

- a full Key Stage 4 timetable leading to ten or so GCSEs
- a reduced timetable leading to eight or nine GCSEs with flexibility built into the timetable to allow students to, for example, catch up with any missed controlled assessments (where applicable) or to rehearse key skills
- a part-time timetable in school leading to some GCSEs or Certificates of Achievement together with a part-time college course eg ESOL or a vocational course related to the student's interests and work aspirations (this might also involve doubling up some core subjects such as a student attending year 10 and year 11 maths lessons)
- a mixture of traditional GCSEs alongside alternative qualifications such as Functional Skills (Entry Level, Level 1 and Level 2) or an iGCSE in English as a Second Language
- an extended work experience placement, possibly together with a part-time timetable at school leading to Certificates of Achievement in some subjects.

Whichever path is determined to be the most suitable for the individual student, schools should also consider entering students for a GCSE in their first language (where available and where the student has sufficient English to access the exam papers).

Decisions regarding in which year group to place a student are also very important. As a general rule, it is recommended that students are placed in a chronological year group which reflects their age. However, there are some exceptional circumstances where an alternative decision might be more suitable. See EMTAS Deceleration Guidance for further information (page 37).

The Induction Process in School

To ensure that students have a clear understanding of the UK education system and the variety of options available to them, an initial meeting should be organised with the attendance of the student and the parents/guardians, staff in school and an EMTAS Specialist Teacher or Bilingual Assistant. Every effort should be made to ensure parents and students fully understand the system and the available progression routes and an opportunity to ask any questions they may have, so the benefits of using an interpreter to support an induction meeting should be carefully considered. For a guide on how to make best use of an interpreter at an induction meeting, see the subsequent section of this guidance on Page 15.

From the outset, it is particularly beneficial to know the student's educational and family background, achievements and attainment in their country of origin in order to carefully plan an appropriate programme of study for the student. This would also be a good opportunity to identify the student's aspirations so that an appropriate personalised timetable can be set up to meet any individual needs identified. This could involve finding a suitable work or college placement, to work towards the student's chosen career path.

After the induction meeting, key background information should be shared with staff so that they are aware of the student's first language, culture and cognitive ability. Staff should also be given information on appropriate teaching and learning strategies to use to help the new arrival access the curriculum.

An induction booklet would also help the student settle into their new school environment. This should include information on the school day such as timings, uniform expectations, after-school clubs available and a visual timetable. Wherever possible, information in the student's first language would help with communication - perhaps consider the Young Interpreter Scheme® to support with routines. A buddy system may also help the new arrival settle in emotionally and could support with academic progress. See Appendix B for more information on the Young Interpreter Scheme® and Appendix G or information on the Hampshire New Arrival Ambassador Scheme.

Other appropriate contents for an induction pack might include a bilingual dictionary, a planner and the school's rules (as the new arrival might be used to different expectations/rules). In addition, it should include information on the British education system including the different exams and qualifications available.

Where there is difficulty communicating with parents/guardians due to a language barrier, EMTAS offer phone lines for particular languages to help with communication (available as part of a school's SLA with EMTAS). For example, if a school has important messages such as school closure days, then the appropriate language phone line could be used to communicate this message to parents/carers. Further information on the language phone lines available can be found in Appendix C.

Guidance for initial assessment of a Late Arrival: Checklist for interpreters

Preparation before the meeting

You (the interpreter) will need to check the following information:

- date, time, location of meeting (when, where and how long?)
- who will be at the meeting
- who will lead the meeting
- the topics to be covered, information to be gathered
- if the family needs to bring anything with them, eg passport, school reports, details of exams passed etc.
- any technical language that may be involved
- seating arrangements (you should sit next to parent or other family member, perhaps on a round table, so that interpreting can be carried out inconspicuously).

At the meeting:

- introduce yourself to all present
- explain that you will interpret everything at the meeting
- keep it a two-way conversation (don't add your own thoughts/opinions)
- make sure the parent/family member is aware of the agenda
- explain culturally unfamiliar items
- ensure that all parties know that all information will be kept confidential
- arrange a further meeting if required.

After the meeting:

- ask both parties if they want to discuss anything else informally or ask any further questions.

Settling In and Welfare Issues

Late arrivals may arrive with very little knowledge of the UK education system. Therefore, in a student's induction the individual school's expectations with regards to arrival time at school, the time students should be collected as well as uniform expectations should be made clear.

Late Arrivals may be entitled to free school meals and the school should make sure that parents/guardians know about this. Parents should be directed to https://www.gov.uk/apply-free-school-meals which outlines the entitlement criteria. The school should bear in mind that parents may not be aware of how to apply for free school meals for their son/daughter, so appropriate direction to the necessary forms should be provided by the school and support offered to complete these. If students are referred to Hampshire EMTAS, as part of the Bilingual Assistant's initial meeting with parents, they could speak to parents about the application process to claim free school meals and, if appropriate, some support time could be used to help parents/guardians complete the form. Hampshire EMTAS has put together a list of Frequently Asked Questions about Free School Meals (FSM) which can be accessed here.

In order to make late arrivals feel included and part of the school community, the school may like to consider ways to make sure that Late Arrivals can attend school trips even where they might find it difficult to afford due to their financial circumstances. Students who qualify for free school meals will also attract Pupil Premium funding which could be used to support this.

In order to make sure Late Arrivals feel supported and welcomed into their new school environment, other students in the same year group should be informed positively about the arrival of the new student.

It would be useful for the Late Arrival to be assigned a student buddy to act as a guide/mentor. It would be beneficial if the buddy had similar interests and was willing to accompany the Late Arrival to extra-curricular activities. If the buddy shared the same language, this would also enable any issues to be dealt with swiftly. Schools should note that there may be a need to brief the buddy so they know what to do should the Late Arrival disclose anything to them that causes them to be concerned. See Appendix B for information about the Young Interpreter Scheme®, which can be used to train students for this role and covers what to do where there are safeguarding concerns. Information can also be found about when a young person should be used as an interpreter. Also, see Appendix G for information on the New Arrival Ambassador Scheme, designed to support students who arrive at a point other than at the start of the school year.

Regular home/school communication supports the Late Arrival. This can be achieved through using an EMTAS phone line or through a phone call (perhaps at a set time each week) or through a written log. Parents may have limited English and this should be carefully considered when a school is trying to establish a dialogue between school and home. As part of the support students can have from Hampshire EMTAS some of this time could be used to support communication between home and school. Hampshire EMTAS provide support for parents of students in Hampshire schools through Family Learning classes, in which parents can have support with developing their English as well as covering topics which their children study in school. Contact Hampshire EMTAS for further information about these classes.

In addition to supporting Late Arrivals as they settle into the school routine, students should be informed of the extra-curricular activities available. Encouraging students to attend an after-school club could help with forming friendships as well as with building students' confidence and self-esteem. This could also provide more exposure for students to good language role models.

Settling in: a summary of successful strategies:

To summarise:

- be sure about the naming system the family uses and that names are pronounced correctly. This is an important part of acknowledging identity. Ensure that the preferred names are used for official purposes, eg public examination entries
- brief all staff positively about the new student
- brief students in the same year group positively about the new student eg 'X speaks two languages' rather than 'X doesn't speak English'
- give the student a card with his/her school details (tutor group, head of year group etc.) together with a copy of the timetable so that staff and other students are able to help effectively if the newly arrived student is lost
- assign a student from the same tutor/year group to act as guide at the induction/first visit
- set up a flexible buddy system so that the new student will be taken to lessons and have company during breaks. Ensure that students share this task, perhaps a different buddy each day. Students who act as a buddy should be given training and support and some form of recognition for their help, eg a certificate for their portfolio (consider the Young Interpreters Scheme® and the New Arrival Ambassador Scheme)
- enable the buddy (or possibly teacher/teaching assistant) in lessons to help with:
  - writing down homework tasks (if not printed in advance by the teacher and stuck in planner) or helping to direct the student to the school's online learning network to access homework tasks
  - finding the key words in a bilingual dictionary (or using online dictionaries, perhaps via a tablet)
  - demonstrating the task
- allow a student from the same tutor group to hold short, regular shared reading sessions before or during registration (modelled by an adult first)
- encourage students to work with the new student using the computer or playing games during break times
- assign students with the same interests to accompany the new student to after school clubs and activities
- allow students with the same language to meet up at break times so that any issues that have arisen can be dealt with swiftly (there should be a designated member of staff to coordinate this and to ensure peer mentors are safeguarded and used appropriately)
- try and celebrate and share the culture of the student's country of origin, such as by studying the county in geography or by cooking meals from that country in food technology (for example). Remember that the use of knives and forks is by no means universal.
- establish a home/school liaison link with one named teacher/support staff member to liaise at regular intervals (for example Friday afternoons) with the family, on behalf of colleagues
- involve parents/carers in the education of their son/daughter. Parents/carers may need support and may require access to the named home/school link person
- check whether the student has had access to primary health care in the country of origin. If not, encourage parents/carers to ensure that a complete health check is done, including checks on sight, hearing and dental health

- include the student in academic/pastoral mentoring system
- liaise with other agencies where appropriate
- ensure that parents/carers receive relevant information about entitlement to free school meals, transport, school INSET days and other events, UK school education system etc.
- be aware of any bullying and racism both in and out of school faced by the student
- provide information on locally available leisure activities that the new student may wish to attend after school, eg youth club, football training
- provide information regarding any local community groups/resources relevant to the new arrival (such as local libraries/discovery centres where there is access to bilingual dictionaries, books in other languages and remote online access to newspapers and magazines from a wide range of countries)
- consider orienting students via mapping tools such as 'Google Earth', 'Google Maps' and others like 'Up My Street'
- try a few different translation apps, such as iTranslate or Google.

Assessment

The assessment process is multi-faceted; there is not a single standardised test available for each subject and in every language. Assessment should not be based on what students can do in English; assessment should look beyond a student's ability to use English to express their understanding.

Early assessment of a student will enable learning targets to be identified as soon as possible and for appropriate sets to be identified. In any case, setting students in a class with good language, learning and behaviour role models will aid progress.

If schools refer a late arrival to EMTAS, a Profiling report can be produced. This will include information about the student's family background, their academic history with details of their previous schooling, an assessment of their first language as well as an assessment of their use of English.

The more detail that can be established about a student, the more appropriate support strategies can be identified. Firstly, it is important to have an in-depth understanding of the student – information about siblings and extended family, the student's preferences and dislikes, family languages and medical history. Information about the student's country of origin, such as the number of years in which types of schools and any gaps in education are all useful. In addition, any information on subjects previously studied and levels of achievement is helpful so that students are not de-motivated by having to cover the same topics again (and their cognitive understanding can be built upon).

As considered later in this guidance with regards to teaching and learning strategies, the student's first language can be utilised in class to support access and progress. Therefore, a sample of written work in the student's first language and a reading and numeracy assessment in their first language will provide an insight into the student's strengths and weaknesses in their first language. This can be done even if a bilingual interpreter or translator can't be found. See the Hampshire EMTAS e-learning modules for further guidance. As part of the Profiling report, a Bilingual Assistant from EMTAS will assess a student's first language skills. An assessment of a student's first language will also help to determine if a student has any special educational need. As a result, the most appropriate strategies for support can be identified. If a student has been previously assessed and identified as having a learning difficulty or disability, it is essential to identify this in the early stages.

A sample of the student's writing in English, as well as a sample of their reading, would help to ascertain the student's current working level.

DfE Proficiency Scale

From the autumn census 2016 until 2018, schools were required by the DfE to record the proficiency levels of all students for whom English is an additional language on their school census returns.

However, NALDIC recommend its continued use for internal purposes within schools:

'We recommend that if schools are no longer required to assess proficiency in English for the purpose of the census they continue to do so internally in order to provide informed provision for their EAL learners.'

> *Withdrawal of English as an Additional Language (EAL) proficiency data from the Schools Census returns,* NALDIC (2018)

It should be noted that EMTAS does not recommend the DfE Proficiency Scale as fit for the purpose of recording a baseline level nor for tracking progress of students for whom English is an additional language. Ongoing assessment using an EAL-specific assessment framework is more appropriate. Please also see the later section of this guidance on assessment.

Considerations for schools when using the Proficiency Scale

- Before making any sort of formal assessment of a newly-arrived EAL student's skills in English, schools should allow settling-in time of approximately half a term.

- Schools should note that the DfE Proficiency Scale is not fit for the purpose of measuring a student's progress in their acquisition of English over time. Periodic assessments should instead be made using an assessment framework, such as the NASSEA framework or the Bell Foundation Assessment Framework. EMTAS can provide support and training on assessment and tracking progress for learners of EAL.

- School staff should approach the use of the Proficiency Scale with the expectation that the vast majority of EAL students who start at "A" will rapidly progress into "B" but may spend considerably longer at "C" or "D".

- The terms "fluency" and "proficiency" are not interchangeable. "Fluency" implies a level of competence in spoken language whereas "proficiency" describes a level of competence across all areas of language including literacy skills. Schools should take into account a student's skills in reading and writing when making judgements using the DfE Proficiency Scale.

- School staff should be aware that it takes approximately 2 years for a student new to English to acquire conversational fluency in their use of English but that it takes a further 3 to 8 years for them to develop full academic proficiency.

- School staff should know that, unless there are attendant issues such as bullying, trauma, health/attendance issues or underlying SEND, older students who are literate in first language and come with experience of education in country of origin generally make more rapid rates of progress in their acquisition of English than younger learners.

- Rates of progress in a student's acquisition of English across the curriculum will depend on teachers' knowledge, understanding and in-class implementation of appropriate EAL support strategies. In order to close any gaps that may exist, students for whom English is an additional language must make more rapid progress in their acquisition of English than their peers.

- As with monolingual, English-only students, EAL learners often have spikey profiles with some language skills better-developed than others. For example, it is relatively common for a student to be able to understand more than they can say and to be able to read better than they can write.

- Students may also be more successful in certain subjects than others when using English for academic purposes so assessment should take into account language use across a range of subjects.

- Schools should note that the language demands of the curriculum at KS1 and 2 are very different from those at KS3 and 4. For this reason, it may be the case that a student moves backwards down the scale eg from D to C, at key transition points for instance Year 6 to Year 7 or from Key Stage 3 to GCSE curriculum. Should this happen, it is advisable to seek further advice and training on support strategies for EAL learners from EMTAS.

- Information from the DfE suggests that levels A through D do not require comparisons to be made with a student's monolingual, English-only peer group. Only E ("fluent") requires such a comparison to be made. It is anticipated that once a student has reached "E", they will not need to be reassessed on an ongoing basis for their level of English.

- Schools should note that appropriate EAL support is needed throughout a student's journey to full proficiency (i.e. the point at which they may be coded "E"). EMTAS can provide training on support strategies from new-to-English/beginner through to full academic proficiency.

Related Issues – Nationality, Ethnicity and Language(s)

Nationality

- Schools should record a student's nationality in accordance with information provided by parents/carers. Schools do not have to see evidence (eg passports) and should not insist on this.

- Some students, eg asylum seekers, may enter the UK with no passport or other identity papers. Where this is the case, an age assessment will be carried out and/or a date of birth will be assigned by the Home Office. Schools should accept and use this date of birth.

- Where a child is born in unusual circumstances i.e. outside of national boundaries (eg in international waters), the student may be classified as "stateless".

Ethnicity

- Schools should ensure they record ethnicity according to information provided by parents/carers (for younger children) or information provided by the student (for older students in secondary phase). Schools should not assign an ethnic code themselves.

Language(s)

- For information about home/first language, see the leaflet 'First Language, Home Language and Ascription' on the EMTAS website.

EAL Assessment Frameworks

Following an 18-month project led by Constant Leung and funded by the Bell Foundation, an EAL Assessment Framework was published in early 2017 and is available to schools as a free download.

The framework aligns with the DfE Proficiency Scale bands A to E and can be used to support school staff in their assessments of their EAL cohorts. It may also be useful for formative and summative assessment purposes more generally, and for next-steps target-setting for EAL students.

Other EAL assessment frameworks include the NASSEA framework and the Solihull framework.

EMTAS Position Statement on the Bell Foundation EAL Assessment Framework

Key Features and considerations:

1.) With which students should the new framework be used?

The new framework is suitable for use with all EAL students from early stage learners to more advanced EAL learners.

DfE definition of EAL:

'A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community.' (School Census Guide 2016-2017, DfE, 2016 p63)

For more information about first language and home language, important when recording a student's linguistic heritage at admission, see the First language/home language EMTAS leaflet for parents/carers.

2.) What are the Bands used in the framework and DfE Proficiency Scale?

The framework uses the same Bands as the DfE Proficiency Scale and comprises Bands A-E.

Band A is for early stage EAL leaners, progressing through Bands B, C and D to Band E which describes EAL Learners whose English is as well-developed as their monolingual English-only peers.

Within each Band, there are 10 assessment descriptors. Although these should not be taken as an indication that language acquisition is a linear process, broadly speaking the first 3 descriptors are considered to be easier than the last 3 within each Band.

There are separate descriptors for Primary and Secondary Phase to allow for differences in the curriculum at different phases.

The Bands cover the 4 key skills in English of:

• Speaking
• Listening
• Reading and Viewing
• Writing.

Using the new framework to inform assessment decisions, spiky or uneven profiles for students can be recorded and progress tracked through to full academic proficiency across a range of curriculum subjects and other contexts for language use.

The descriptors in the Assessment Framework can be used not only for summative assessments but also for formative assessment and next-steps planning.

   3.) What is the expected timescale for progression from Band A to Band E?

Generally speaking, younger students who start to learn English in Key stage 1 take between 7 and 10 years to acquire full academic proficiency in their use of English across the curriculum. Older students with better-developed language and literacy skills in their first languages take between 5 and 7 years to achieve full academic proficiency.

Generally speaking, students with well-developed first language skills tend to make more rapid progress in their acquisition of English than students with less well-developed first language skills. Literacy in first language is an indicator of likely success in acquiring an additional language, providing the support provided is appropriate to the needs of the individual EAL learner.

When considering a student's progress and attainment in relation to the Assessment Framework Bands, school staff should be aware that oral fluency in a student's use of everyday English is not the same as 'proficiency' as used in the DfE Proficiency Scale and in the new Assessment Framework and that Assessment should take into account students' developing language use and literacy across a range of subjects.

4.) What other information should schools routinely collect about their EAL students?

Background information remains an important component of a student's unique profile. Each EAL learner's profile will reflect the influence of:

• age
• previous educational experience (L1 and English-medium)
• first language skills
• competence socially and academically in L1
• factors that could affect learning eg trauma, racism, SEND
• First language literacy
• English language proficiency
• Academic track record
• Family and community circumstances

Schools should routinely collect and record background information and make sure that this is shared with staff, especially when a student transitions from one class to another.

What information should be collected at the initial assessment?

As a recap, the following points indicate the range of information that is useful to obtain in order to make the most accurate assessment of the student:

- family information, such as about siblings and extended family, about the student's preferences and dislikes, about family languages and medical history
- schooling in country of origin – number of years in which types of schools, any 'gaps' in education
- curriculum studied in country of origin, in detail, listing subjects or topics previously studied and levels of achievement
- style of teaching and learning in country of origin
- languages spoken in addition to first language and English, if any, and any literacy skills in these languages
- a sample of written work in the student's first language and a reading and numeracy assessment in their first language. This will provide information on the student's existing strengths and weaknesses in their first language.
- a sample of the students' written work, reading skills and numeracy in English. This will provide initial (pre) National Curriculum levels, on entry, for English and Maths (still relevant as they can be used to determine what students can do and what they need to work on)
- medical assessment; this should include hearing, sight, immunisations etc
- previously identified learning difficulties or disabilities, eg dyslexia, autism
- student interests for example; athletics, Mathematics, Art, computers etc
- consideration of their career plans and further education plans. These will be relevant for subject choices and flexible curriculum provision.

Helping a Late Arrival to learn English: Successful strategies

The following suggestions may help beginners settle into class and to start to develop English.

- Make sure you pronounce their names properly and greet them every lesson.
- Make sure students know your name: introduce yourself and write down your name for them.
- Sit students next to sympathetic members of the class, if possible with those who speak the same language and can translate or be a talking partner to interpret routines.
- Try to encourage students to contribute to the lesson by using their home language (such as through writing or recording a response in first language).
- Do not worry if beginners say very little at first as plenty of listening time is important when starting to learn a new language. It is quite common for students to go through a silent phase. It helps the student to 'tune in' to the sounds and intonation of the new language.
- Encourage them to help give out equipment and collect books so they make contact with other students.
- Encourage the students to learn the names of equipment, symbols or terms essential for your subject. Use pictures and labels. Students can make their own 'dictionaries' for key words for your subject (using first language where appropriate). There are also some commercially published dual-language lists of key words for different subject areas.
- Where possible, provide short vocabulary lists in advance of lessons so that students can translate at home and discuss words in first language with family members.
- Ask students for the first language equivalents of English words.
- If students are literate in their first language, try to obtain bilingual dictionaries and encourage students to use them. Students may have their own dictionaries at home.
- If students are literate in their first language, it may be possible to source books and resources in the home language for particular subject areas. Using such materials will not impede learning English. Students are far more likely to feel confident about using English and not worrying about making mistakes if they feel their first language is valued. Resources are available to borrow from Hampshire EMTAS.
- Collaborative learning activities are very helpful for learning English but bear in mind that working in groups with other students will be a new experience for many newly-arrived Key Stage 4 students as most have come from countries where the educational system is more formal then the UK. Scaffold group activities wherever possible and carefully consider the grouping of students.
- Visual cues are extremely helpful, for example videos, slides, pictures, diagrams, flash cards and illustrated glossaries.
- Reading material can be made more accessible by oral discussion, relating it to a student's own experiences. If reading material is recorded CD/mp3, a student can listen and read simultaneously.
- Use of oral recording devices such as TalkingPENs, tins and photo albums can give students confidence as they are able to playback and, if needed, re-record themselves on these interactive recording devices. A talking photo album allows students to add their own narration alongside their own photos or pictures – particularly helpful for students drafting and planning before writing.

- Beginners should always be given homework if other students receive it, even though there may need to be differentiation in terms of tasks set. An example of an accessible homework task could be to translate key vocabulary given by subject teacher into first language. This may also encourage parental/carer involvement in homework tasks.
- Consider that students' experiences of teaching styles will vary depending on the education system in their home country. So, for example, some students may have very little experience of group discussions in class or of practical work in science. Therefore, provide lots of models, scaffolds and rehearsal opportunities.
- Students may speak other languages in addition to first language and English. Consider using these languages, where possible, and perhaps buddy students up with other students who share this language.

Teaching and Learning Strategies

The following suggestions are designed to support the learning of Late Arrival students in their induction period in the school:

- Placement in teaching groups is <u>very</u> important; try to avoid lower ability groups. Late Arrivals will benefit from being placed in groups with other students who can provide good models of spoken and written English. As far as possible, Late Arrivals should be placed in sets according to their cognitive ability rather than their current level of English language acquisition.
- Make sure that they can see the board/other visuals easily – are facing it and are seated near the front of the class, away from the peripheries of the classroom.
- Give clear, concise instructions, accompanied by visuals, gestures, demonstration where possible.
- Where possible, model expected outcomes for the student.
- Provide opportunities for and actively encourage the student to use first language, eg for drafting, note-taking, brainstorming, annotating copies of texts used in class.
- Always check that the student understands what is expected of him/her but avoid saying "Do you understand?" as the answer is usually "yes" whether they understand or not!
- Be aware all the time that a bilingual student is not working in his/her own language. This can be extremely tiring.
- Set high expectations of students. The majority of students will be of average or above-average ability. Progress in English language acquisition can be very rapid, especially where the first language is well-developed.
- Include the student in whole class activities but allow enough mental transaction time for the bilingual student to respond to any verbal question or instruction. Allow them to respond non-verbally or with single word answers until they are confident about giving more extended answers in front of the whole class.
- Give written lists of new subject specific vocabulary for translating and learning at home.
- Write corrections and comments in a clear cursive handwriting.
- Never accept sub-standard work or a poor attitude. If necessary, use an interpreter to establish the reasons for any unacceptable behaviour.
- Have very clear systems to deal with any challenging behaviour.
- Provide as many opportunities as possible for the bilingual student to engage in collaborative activities with their peers where talk is an essential part of the activity.
- Make use of the literacy skills that the bilingual student has in their first language. For example:
  - Ask them to annotate classwork in first language to help them understand/remember the content.
  - Plan and draft some work in first language before attempting writing in English.
  - Make bilingual word lists or glossaries of subject specific vocabulary needed for a particular module/topic.
  - Use a bilingual dictionary/free internet translation service in class to look up the meaning of key words or short phrases provided by the teacher.
  - Do research in first language using the internet then write up findings in English later, with the aid of a bilingual dictionary.

- Use visual aids, diagrams, demonstrations etc. as often as possible to illustrate concepts and new vocabulary.
- Provide support for writing tasks, eg writing frames, flow diagram, provide key words needed, cloze procedure etc.
- Where students cannot currently give a written outcome, provide alternative modes of demonstrating learning, such as recording using TalkingPENs, tins or photo albums.
- Ensure that the aim/focus and format of written tasks is clear to the student, eg Is it accuracy or ideas that are important? Are full sentences needed or are single words/phrases adequate? Should the writing be purely factual or should the student also give their opinions?
- Model writing tasks for students before expecting them to attempt writing themselves. Provide writing frames (vary the detail of the writing frame to increase students' levels of independence).
- Provide opportunities for the bilingual student to talk about a task with a peer before attempting any writing. This could be done in first language if there is another student in the class who speaks the same language.
- Allow the bilingual student to work collaboratively with a supportive partner on written work.
- Provide a wide variety of curriculum support materials including dual language with visual support. Check that worksheets and texts are clear and jargon free. Directed activities related to texts (DARTS) are excellent with key words emphasised and repeated language structures. For further information, see the [Hampshire EMTAS website](#).
- Provide photocopies of any key texts for the student to highlight/annotate in first language.
- Be aware that the newly arrived bilingual learner may not have sufficient reading skills in English to access standard Key Stage 4 resources such as textbooks, revision guides etc. independently. Provide support in the form of a supportive peer and encourage the use of a bilingual dictionary.
- Ensure on-going and regular assessment of curriculum and pastoral needs.

Withdrawal induction work

It may be appropriate to consider withdrawal on a temporary basis eg for two periods per day for approximately six weeks. This could be because there are 'free periods' on a student's timetable due to not taking certain subjects or because it is felt that the student needs time for careers advice, extra help with reading, time to catch up on missed controlled assessments, or time to prepare for forthcoming lessons, eg by pre-reading texts or looking up relevant vocabulary.

Activities carried out in withdrawal should focus on subject knowledge and vocabulary alongside how to use first language to support access to and engagement with the mainstream curriculum.

Activities could include, either in English or first language (where possible):
- Helping the student to familiarise himself/herself with the layout of the school and his/her timetable, including the names of the subjects they will be studying.
- Learning how to use a dictionary.
- Making a dictionary:

  o Identifying keywords from each subject
  o School subjects, equipment (perhaps look at 1 subject per week)
  o Using a dictionary to look up words, ask student to write the meanings, for example words used within particular subjects. First language could be used to help learn new words.

- Finding out about the topics to be covered in each subject - visiting the library and showing student how to locate books for that topic. Choosing books which have clear visuals, a glossary and contents page. Practising using the contents page – spotting keywords within the contents page or index, finding on which page the information is located. Also, practise logging onto the school computer network and accessing the internet including using search engines. If possible, use search engines that access web pages in student's first language and use to look up curriculum information.
- Providing opportunities to watch videos relating to particular topics - talking about the subject afterwards, identifying 5 - 10 keywords used in the video. Asking student to listen for these words whilst watching.
- Pre-reading/discussing texts used in lessons – record for student an audio file. Talking about the general meaning, identifying keywords if appropriate.
- Providing opportunities to practise writing such as shared writing, writing a short entry for a diary, writing a simple book review.
- Reading:

  o Choose age appropriate materials that appeal to the student's interests. Use magazines and newspapers as well as books.
  o Choose material with short texts and good visual support (non-fiction may be more freely available)
  o Keep a record of books read, talk about the content, pictures, ask student to express a simple opinion (you may need to model this first)

- Pick out high frequency words (literacy lists may be helpful here). Read these in context. Learning some of these words may help to accelerate reading and writing.

- Develop first language skills, including rehearsal, planning, drafting and annotating in first language.
- Also consider the EMTAS Accessing the curriculum through first language: student training programme.

The programme supports students in using skills in their first languages to independently access the curriculum, with the aim to:

- boost students' confidence and self-esteem

- provide an opportunity for continued development of first language in meaningful contexts

The programme adapts to the individual needs of each student, identifying which aspects of the curriculum or particular skills students need support with.

See Appendix A for further information.

In summary:

1) Withdrawal from lessons to use English language learning software is not an appropriate way of supporting a late-arriving student to fast-track their acquisition of English.
2) TEFL/ESOL type provision either 1-2-1 or in small groups of new-to-English learners is not advisable. Students tend to benefit from being grouped with strong language models
3) Withdrawal provision to teach a late-arriving student who has never developed reading skills in any language to read in English is recommended, though not in groups with an SEND focus. Materials to support the development of reading should be very carefully chosen and should be age, interest and culturally appropriate to the student.
4) Withdrawal to provide opportunities to catch up on work that has been missed prior to taking exams may be productive for some students – though not those who have not yet developed sufficient English to make good use of such provision.

Resources

Successful resources used by schools have included:

- bilingual dictionaries and/or word book, phrase book and subject glossaries
- key words for each subject/topic, translated into first language if appropriate
- word-searches – useful for becoming more familiar with new vocabulary and learning to spell it
- an individual copy of the text, slides used in lessons etc. for the student so that key words, phrases and sentences can be highlighted and/or translated and diagrams and pictures annotated
- adapted copies of resources given to the class eg highlighting the relevant sentences for them, rearranging the information on the sheets so that irrelevant information has been omitted etc.
- a series of true/false statements relating to a particular topic/task that can be used to build up into a short continuous piece of written work
- pictures, diagrams, artefacts, demonstrations, videos etc.
- other students - use them to demonstrate the activity/task
- simplified versions of key literacy texts, eg Animal Farm, Romeo and Juliet.
- first language versions of key literacy texts – some texts are available in translation on the internet
- the internet eg first language versions of some key texts are available, subject content in first language, on-line bilingual dictionaries
- Online research – consider using simplified articles eg searching for articles by a reading range in Google - http://www.google.com/advanced_search or using sources like 'Simple Wikipedia' - http://simple.wikipedia.org/wiki/Main_Page
- writing frames
- graphic organisers – helping students to compartmentalise knowledge prior to writing
- mind maps
- computers, eg word processing coursework allows the student to make use of the spell-checker and grammar facilities – also supportive word processors such as 'Write Online' and 'iReadWrite'

Resources can be borrowed from:

Hampshire Ethnic Minority and Traveller Achievement Service
North Hampshire Hub
Dame Mary Fagan House
Chineham Court
Lutyens Close
Basingstoke
RG24 8AG

Tel 01256 330195

www.hants.gov.uk/emtas

In particular, see the EMTAS Secondary App Wheel, which consists of apps for iPads we think could be used to support secondary students.

The apps have been organised into different categories, eg 'reading', 'writing' and 'translation', to give an idea as to how each one could support students.

Resources from other organisations

In addition to any resources available from Hampshire EMTAS, resources can be obtained from:

EAL Nexus

The EAL Nexus website hosts high quality resources and teaching materials, which are free-to-access for mainstream teachers. All resources have detailed teaching notes which advise teachers on ways they can be used to meet specific curriculum, language and literacy objectives, in line with best practice for EAL learners.

Website: https://eal.britishcouncil.org

Grant & Cutler Ltd

Stock a wide range of single and bilingual dictionaries and stories in a wide variety of languages.

Website: http://www.grantandcutler.com

MantraLingua

Publisher of bilingual books, e-books, digital resources, CDs and PenPal.

Website: www.mantralingua.com

Talking Products

Stock a range of audio recording devices, including Talking Photo Frames.

Website: www.talkingproducts.com

Graphic Novels

Available from a range of sources. Search the availability of different texts online.

Resources from other websites

http://www.meshguides.org/guides/node/112
Produced by Hampshire EMTAS in collaboration with the University of Winchester. This is a source of advice and guidance on teaching and learning for EAL learners at different stages in acquiring English.

www.dictionary.reference.com
An online dictionary, thesaurus and translator. Also available as an app.

https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/SitePages/Home.aspx

EMTAS 4 Success has produced resources to download.

www.bfinclusion.org.uk
Information and resources from Bracknell Forest EAL and Diversity Team

http://newsmanager.commpartners.com/tesolc/issues/2011-11-01/3.html
Free ICT tools including wordle.

http://newarrivals.segfl.org.uk/
Online EP collation tool in other languages incl Arabic, Romanian, Lithuanian, Bengali and Nepali.

http://ealhighland.org.uk/
Information and resources from EAL Highland.

http://www.bbc.co.uk/ws/languages
News in different languages

https://emtas.hias.hants.gov.uk/blog/
The Hampshire EMTAS blog, with regular updates on all issues relating to EAL and GRT.

EMTAS Deceleration Guidance

Deceleration is the decision to educate a student in a cohort below that of their chronological peers.

Deceleration has been described "…as one of the few areas in education where it is difficult to find any studies with a positive effect…" (Hattie 2008, p98). Studies cite negative impact on long-term achievement, self-esteem and risks of dropping out of school early with the Education Endowment Foundation noting "negative impact for very high cost based on extensive evidence" (EEF 2016).

The local authority has a clear position on deceleration:

> *"Deceleration is not recommended for pupils for whom English is an additional language and has been found to impact negatively on pupils' self-esteem" HCC, 2017.*

Characteristics of EAL progression

A synthesis of research has indicated that it can take between 5 and 10 years for EAL learners to catch up with their non-EAL peers (Rosamund, Bhatti, Sharieff and Wilson, 2003). There is a range of factors which can affect the rate at which EAL learners will catch up with peers including:

- age on entering UK educational system
- previous educational background
- level of literacy in first language (L1)
- the degree to which students are educationally supported at home
- quality of school provision
- wider cognitive ability/presence of an additional Special Educational Need or Disability (SEND)
- any potential trauma the learner has experienced

As already stated, EAL learners who are in the earlier stages of acquiring English are likely to be working below age-related expectations across the curriculum in terms of their application of language and their literacy levels in English for a significant part of their education. Typically, EAL learners have spikey profiles of achievement, performing better in some subjects than others with variation also evident in their use of English in different curriculum subjects. Establishing a baseline and tracking progress in a student's acquisition of English should be done using an EAL-specific scale such as the EAL Assessment Framework developed by the Bell Foundation.

Learning EAL is not in itself a reason for students failing to make progress at an acceptable rate and there should be the expectation that these students must make

more than average rates of progress if they are ever to catch up with their peers, unless there are additional SEND. Depending on their point of entry into the school system, most EAL learners are unlikely to be working at an appropriate level for statutory tests for a significant period of time. Decelerating children because they are not ready for statutory tests is not recommended and schools should refer to DfE guidance on test administration for detailed information about what to do in such cases.

When an EAL learner fails to make satisfactory progress or plateaus in their learning it is essential to first consider whether the teaching and learning environment is meeting their needs as a learner of English as an additional language. It may also be relevant to investigate external factors for example their home circumstances or things going on within the local community. Whatever the reasons for lack of progress, decelerating EAL learners is unlikely to be successful as the root cause(s) of the problem will not have been addressed.

EAL learners with an additional SEND

The definitive identification of EAL students with an additional SEND can be problematic, though indisputably some children and young people do have both sets of needs.

The situation for EAL learners with additional SEND is more complicated in terms of expectations about rates of progress. However, mirroring advice for EAL learners, the local authority has a clear position on decelerating students with a SEND:

> *"Special educational needs cannot, alone, be justification for deceleration/acceleration…deceleration will not have the effect of providing an environment where the child's special needs will be any less."* HCC, 2017.

Catering for children and young people who have both sets of needs can be extremely challenging. However, effective practice and provision requires that schools cater for both sets of needs which involves understanding and effectively implementing a different set of pedagogies for each.

Decelerating students with both sets of needs is not regarded as good practice.

Good practice observations

1. **Social issues and self-esteem**
Decelerating EAL learners is likely to have a negative impact on their self-esteem as they will be aware that they have been placed with learners younger than themselves. EAL learners are already at risk of marginalisation because they

may look, sound and/or behave differently from their peers. Making friendships can be disproportionately hard for EAL learners because of linguistic and cultural barriers and decelerating children so they have to repeat a year may mean that they lose existing friends and have to make new ones. They may also be subject to subtle and/or overt bullying by peers on the basis that they are deemed to be 'stupid'.

2. **Peer support**
Using peers to support EAL learners both in and out of the classroom is a well understood strategy. A recent report highlighted how

> *"…peers came across as playing a central role in offering language support, be it by sitting next to a newly-arrived child, working as a young interpreter or relying on resources such as 'communication cards' to help the child access words in English. Such peer support played an important role in both EAL pupils' language development and sense of integration within the classroom and the school community."* (Arnot et al, 2014, p. 92)

However, peers who are significantly younger than a target EAL learner will be less equipped to provide effective support eg peers
- modelling use of oral English in different contexts
- translating/interpreting using first language (L1)
- having less life experience and therefore a reduced set of life skills to draw upon
- knowing how to provide appropriate social and emotional support

3. **The learning environment**

It is well understood that teaching and learning for EAL learners must "keep cognitive challenge appropriately high by providing a supportive context for learning" (PNS, 2006).

When a child is educated with peers who are substantially younger, it becomes more problematic to provide a suitable learning environment. Examples include
- ensuring that the curriculum challenge meets the cognitive and academic potential of the child
- avoiding repetition of curricula for those who are asked to repeat a year
- creating suitable opportunities for peers to model age-appropriate oral language (both English and L1)
- providing learning materials that are age-appropriate.

Involving parents/carers

"It is the view and policy of the Children's Services Department of Hampshire County Council that acceleration/deceleration should only occur in exceptional circumstances and only after detailed discussions with parents/carers and relevant professionals." HCC, 2017.

Brophy (2006) observes that in developed countries "repetition decisions are almost always initiated by the school rather than the parents, although they may be communicated as recommendations rather than requirements (in which case, the final decision is left up to the parents)."

There is evidence that certain groups of parents are less likely to access educational services than others, including those from a Black or Minority Ethnic (BME) background. A number of potential barriers has also been identified, for example staff misconceptions around different cultural attitudes towards chid-rearing and parents' inability to communicate well in English. In some cases, families "originate from cultures where parents are not expected to take an active role in child education" and conversely there are situations "where parents put complete trust in the school and rarely question its authority and the decisions it makes" (Katz, La Placa & Hunter 2007).

Experience also supports the notion that parents/carers from BME backgrounds will be disproportionately vulnerable to fully understanding complex decisions taken by schools and other educational providers around practice and provision for their children. The research reinforces this key message with the finding that "…negative effects are disproportionately greater for disadvantaged pupils [and] for pupils from ethnic minorities" (EEF, 2016). For these reasons it is imperative that where a deceleration is being considered, every effort is made to ensure that linguistic and cultural barriers are addressed in any discussions with parents/carers.

Recommendations

Schools should:

- take account of the English language support needs of the parents/carers and make a judgement about whether or not an interpreter would be needed for meetings. They should bear in mind that surface control of social and conversational English may not fully equip parents/carers in terms of appreciating the complexities that may arise in a deceleration case;
- ensure that any disadvantages of deceleration are effectively communicated so that parents/carers can make a fair judgement that ensures any decision to decelerate would make "a clear difference to their child's future education and life chances";

- encourage parents/carers to fully engage with the school, preferably through a face-to-face meeting (supported by an interpreter if necessary);
- be confident that whilst parents/carers have the right to disagree with the school's decision and the right to have their views heard, any decision to decelerate must be made in the best interests of the child.

In some cases, parents/carers of EAL learners may request that their child be decelerated. There may be a number of reasons for this but often it is because the family has lived in a country where deceleration is a relatively common occurrence. Whilst schools must give this type of request due consideration, they should bear in mind the overwhelming drawbacks of deceleration and ultimately, in consultation with Education and Inclusion Advisers and EMTAS EAL Specialists, it should be the school's final decision, not the parents'.

Involving EAL specialists

Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS) employs interpreters and specialist teachers who are available to facilitate parent conferencing and offer advice about pedagogy, practice and provision for EAL learners. It is recommended that schools involve EAL specialists before any final decision is taken, even if the principal reason for decelerating a child is not because the child is an EAL learner.

Involving students

Involving students who are of an appropriate age in decisions around deceleration is important because "school-imposed grade repetition is stressful to students and associated with reduced self-esteem, impaired peer relationships, alienation from school, and sharply increased likelihood of eventual dropout" (Brophy, 2006, p.16).

Hampshire County Council promotes a Rights Respecting agenda amongst its schools and EMTAS is a Rights Respecting service. Article 12 of the United Nations Convention on the Rights of the Child (1998) states

> *"Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child."*

It is recommended that schools automatically involve secondary aged EAL learners in decisions around deceleration and think carefully about seeking the views of older primary aged students.

A separate, downloadable version of this guidance can be found here.

Case Study – Secondary School Back-yearing

Student A, a Lithuanian speaking student, joined a Hampshire secondary school at the end of year 10 with very limited English.

The induction process at the school included an initial assessment from EMTAS in which an Early Profile was completed to determine the student's ability in Lithuanian. This was used by the school to determine appropriate subjects and sets for the student. The student's ability in English was also assessed to obtain a realistic overview of how well the student would be able to cope with completing GCSEs in under a year of the student learning English. As part of the Early Profile, career aspirations were also carefully considered, to ensure that the student could be fully supported to achieve realistic aims. It was identified that the student wanted to complete a qualification in Beauty Therapy.

Based on the initial assessment of the student, and with close collaboration with EMTAS and a local college, the school produced an individual timetable for the student with part-time provision at college and the remaining provision for the student in school. As part of the college provision, the student was enrolled on a Level 1 ESOL course and also completed Functional Skills in English and Mathematics. By completing these courses, it meant that the student was able to secure a place at college and also had the experience of college life before starting full time so it was beneficial for the transition process. It was also an opportunity for the student to meet others in a similar position in the process of learning English (through completing the ESOL course). The school supported the student's induction at the college by establishing a travel plan to get to the college from home (such as identifying the appropriate bus route and times). Throughout the student's time at college, weekly emails were sent by the college to the contact at the school, so that the school could closely monitor attendance and progress.

The student spent two days a week in school completing GCSEs in ICT and Mathematics. There was also extra support for the student in the Flexible Learning Centre in the school with a focus on life skills such as completing CVs, college applications and general skills in English.

In the Early Profile of the student, it was identified that there were some issues with the student's attendance in Lithuania. This was addressed early on in the induction process through information on the British education system being translated into Lithuanian for the student's mother, so that expectations about attendance were clear from the outset.

As well as creating a timetable with education provision from both school and college, the student attended an Academic EAL Support Club at school. During this time, the student could complete work from subjects completed in school as well as receive support for work set at college. The student also received support from a Learning Support Assistant as well as support from a Bilingual Speaker. Bilingual speaking staff at the college were also able to empathise with the student, in addition to there being other students from a similar background.

The school also runs the Young Interpreter Scheme® (for more information on this scheme see page 59). This buddy scheme was particularly helpful as the student found adjusting to the new school particularly difficult initially, due to the completely new environment in addition to the language barrier. The Young Interpreter Scheme® helped the student settle in to the school by having other students, who did not necessarily speak the same language, empathise with how the student felt.

Furthermore, the school's Flexible Learning Centre provided the student with a safe place to go if they were concerned about anything and there was also a lunch time EAL social club where any issues could be addressed.

The school addressed the student's earlier identified issues with attendance by providing clear guidelines and expectations to the student that attendance at school was a necessity in order for the student to continue studying at college. Attendance improved since the student started part-time provision at college.

The school noted that the student became a lot more self-confident, communication improved and the student was more open to ask questions.

For students who arrive during the latter stages of secondary education, it is recommended that schools consider links with colleges as part of their education provision. Such an approach recognises that students will make some progress in school, helps with the transition process from secondary school to college and also supports students with making as much progress as possible – a student can build on their work during the latter stages of Key Stage 4 to eventually be able to complete GCSE and other qualifications. It should be noted that there is likely to be a cost involved with a student having part-time provision from a college.

Example Provision for Late-arriving students

There are a variety of possible options of provision for Late Arrival students. As stated earlier in this guidance, at the heart of the decision should be the student. Indeed, the student should be involved in any discussions about provision, along with parents/guardians with an interpreter if necessary. The prior educational experience and competence in English should be considered.

Some students:

- may have been taught a suite of GCSEs or equivalent in International Schools or in schools where English was the language of instruction. For students like this who are going into Year 10, it is likely that they will be successful in taking a range of GCSE subjects. For students like this who chronologically should be placed in Year 11 or who are coming very late into Year 10, back-yearing may be an appropriate option if they have missed significant amounts of content and if the back-yearing would improve their chances of achieving good grades at GCSE.

- may be very new to English (DfE Proficiency Scale A) but have good literacy skills in first language, be motivated and have been in formal education in country of origin. Students like this who arrive in Year 10 may benefit from a full or near-full timetable of GCSE subjects with careful consideration given to option choices and support strategies, remembering that they may be suitable candidates for the EMTAS Accessing the curriculum through first language: student training programme (Appendix A).

  Where such a student has a reduced timetable, this should not include free, unsupervised periods nor withdrawal interventions to use English language learning software on their own or for TEFL-type work with small groups of early stage EAL learners.

  For students like this who chronologically should be placed in Year 11, back-yearing may be an appropriate option. Link courses with part-time attendance at a college may also be an option if this supports the student's future aspirations and there are no concerns about attendance or the safety of the student when travelling to and from the college.

  It might also be beneficial for students to double-up on core subjects, to help increase a student's confidence and exposure to the subject, perhaps paired up with an additional course, such as ESOL, particularly where a student would find a full suite of 9 or 10 GCSEs overwhelming. For example:

	Period 1	Period 2	Period 3	Period 4	Period 5
Monday	English (Yr10)	Maths (Yr11)	ESOL (College)	ESOL (College)	ESOL (College)
Tuesday	Maths (Yr11)	ICT (Yr11)	English (Yr10)	English (Yr11)	Maths (Yr10)

Wednesday	Maths (Yr10)	English (Yr10)	Maths (Yr11)	English (Yr11)	ICT (Yr11)
Thursday	English (Yr11)	Maths (Yr10)	ESOL (College)	ESOL (College)	ESOL (College)
Friday	Maths (Yr11)	Maths (Yr10)	English (Yr11)	ICT (Yr11)	English (Yr10)

- may be very new to English (DfE Proficiency Scale A) but have limited or no first language literacy skills and limited, interrupted or no experience of formal/informal education in country of origin. Students like this should not normally be back-yeared as one additional year is unlikely to make enough of a difference to their ability to be successful at GCSE level across a range of subjects. Some 1-2-1 time with a suitable experienced adult to teach them to read is essential and some in-class support to develop writing skills will also be helpful. Their timetable should be bespoke and should not include free, unsupervised periods. Careful consideration should be given to the spread of courses included on the student's timetable. Link courses with part-time attendance at a college may also be an option.

- may come with known SEND concerns. Students like this should not normally be back-yeared as one additional year is unlikely to make enough of a difference to their ability to be successful at GCSE level across a range of subjects and may be better off doing alternative qualifications and/or vocational subjects where available and where the student is interested in those vocational courses. Careful consideration should be given to the spread of courses included on the student's timetable. Link courses with part-time attendance at a college may also be an option.

Shadowing opportunities may allow a late-arriving student to experience the range of subjects available at GCSE. It may be worth providing a shadowing opportunity for a week or so prior to a student making option choices.

Suitable qualifications for Late Arrivals

The specific needs of Late Arrivals can be met in a variety of flexible ways. This could include links with Post-16 colleges, eg for ESOL classes for part of the timetable. Additional GCSE classes may well be an option (there may be a GCSE available in the student's first language). A list of all language examinations available can be found in [Appendix E](#).

Alternative Qualifications

1) Courses such as Functional Skills in Maths and English may be appropriate as an alternative to GCSE for some late-arriving students, being more realistically achievable. These are Level 1 (equivalent to GCSE Grades 1-3) and Level 2 (equivalent to GCSE Grades 4-9) qualifications and may help a late-arriving student access further education/sixth form courses at a college.

2) Entry Level Certificates in Maths, English and other subjects, offered by various exam boards including Pearson Edexcel, OCR and AQA. These can be co-taught alongside GCSE courses and may give a recognised qualification in the event that a student does not achieve a grade at GCSE. This might be an option where the school already offers this qualification, particularly where the late-arriving student would be working in a group of other learners.

Link Courses

1) This is where a student is on roll at a school but attends a course at college part-time. Provision could include part-time ESOL and is dependent on local arrangements.

ESOL

An ESOL course may be appropriate for some late-arriving students coming into Year 11 for whom back-yearing and/or GCSEs are not an appropriate option. It would be worth checking with local colleges to check the suitability and availability of such a course.

Heritage Language GCSEs

It is important to note that these exams require a degree of proficiency in reading and writing in English as well as the heritage language as questions are often written in English. Hampshire EMTAS can advise on the suitability of the exam for a particular student and can provide assistance with preparing the student for the exam. A speaker of the heritage language can also be provided to conduct the oral part of the exam if required (a charge is made for these services). Students entered for heritage language GCSE usually perform very well, with a high percentage gaining grades 8 and 9.

Why enter students for a GCSE in their heritage language?

- To value bilingual skills and achievements
- To enable students to maintain their first language skills
- To promote self-esteem of bilingual students, particularly at a time when they may be finding other areas of the curriculum difficult, and other exams difficult to access
- To raise awareness within the school of the different languages used by students

Preparing students for the exam

Hampshire EMTAS is able to offer the following services to support students taking GCSEs in their first language:
- assessment of the student's first language skills so that they can be entered at the correct level
- a practice session to familiarise students with the exam format and types of questions
- a mock exam prior to taking the GCSE
- administering the oral part of the exam

For further information about the support Hampshire EMTAS can provide students entering a Heritage Language GCSE, please see our [website](#).

Examination Access Arrangements for learners of English as an additional language

The Joint Council for Qualifications (JCQ) has released updated examination access regulations with effect from the 1st September 2019 to 31st August 2020. Within these regulations, there are some key points to consider for students for whom English is an Additional Language (EAL).

Bilingual translation dictionaries

The updated guidance on the use of bilingual translation dictionaries can now be found in the Instructions for Conducting Examinations document by the JCQ.

Bilingual dictionaries can be used by candidates in certain exams if necessary, where this reflects the 'candidate's normal way of working' (section 14.2, page 25). The centre does not need to make an application for this or record the use of the dictionary.

The bilingual dictionary used can be electronic or a hard copy paper version but must not define words or phrases. Monolingual dictionaries (which define words and phrases), translators (including web based translators), wordlists or glossaries cannot be used (section 14.4, page 26). In addition, the bilingual translation dictionary must not have pictures or any form of explanation of the words in (it must be just a direct translation of a word from English to another language) (section 14.5, page 26).

There are particular examinations in which dictionaries must not be used in, including English Language examinations, as well as in GCSE English Literature, Geography, History and Religious Studies (section 14.3, page 25). However, there are particular language subjects where candidates can have access to a bilingual dictionary: writing tests in GCSE Modern Hebrew, GCSE Bengali and GCSE Panjabi (section 14.3, page 25).

Worthy to note, there is a section in the Instructions for Conducting Examinations document about the use of a Read Aloud / examination reading pen.

Section 14.17 (page 28) of the guidance states:

The arrangement, **as permitted by the SENDCo**, **must** reflect the candidate's normal way of working in internal school tests and mock examinations.

A permitted examination reading pen, **provided by the centre**, **will not** have an in-built dictionary or thesaurus, or a data storage facility.

A candidate using an examination reading pen may be accommodated within the main examination hall. However, the candidate **must** use headphones plugged into the examination reading pen.

Extra time for using bilingual translation dictionaries

The guidelines for extra time when using a bilingual dictionary can be found in the Access Arrangements and Reasonable Adjustments document by the JCQ. Candidates who are allowed to use bilingual translation dictionaries may also be entitled to up to 10% extra time if they have been resident in the UK for less than three years at the time of the examination and have 'no prior knowledge of the English Language' (section 5.18.4, page 68). However, the regulations stipulate that extra time will only be awarded in rare and exceptional circumstances (section 5.18.4, page 68). In addition, the regulations state that 'very few bilingual translation dictionary users will need to have 10% extra time' (section 5.18.4, page 68).

Extra time must only be awarded to a candidate when using a bilingual translation dictionary if all of the following stipulations are met:

- 'the candidate's first language is not English, Irish or Welsh;
- the candidate entered the United Kingdom within three years of the examination(s) **with no prior knowledge of the English Language;**
- English **is not** one of the languages spoken in the family home;
- **prior to their arrival in the United** Kingdom the candidate **was not** educated in an International school where some or the entire curriculum was delivered in English;
- **prior to their arrival in the United Kingdom** the candidate **was not** prepared for or entered for IGCSE qualifications where the question papers were set in English;
- prior to their arrival in the United Kingdom the candidate was not prepared in English for other qualifications. eg IELTS qualifications, Preliminary English Tests;
- the candidate has to refer to the bilingual translation dictionary **so often** that examination time is used for this purpose, delaying the answering of questions;
- the provision of 10% extra time reflects the candidate's usual way of working with the dictionary' (**A definition of normal way of working is provided within Chapter 4, paragraph 4.2.5, page 17**.)

(section 5.18.6, page 68)

The SENDCo or EAL Co-ordinator must compile evidence to confirm all of the above criteria and an application must be made for a candidate to have extra time.

The regulations make it clear that 'extra time must not be awarded to a candidate using a bilingual translation dictionary in order to compensate for difficulties in reading and writing in English' (section 5.18.7, page 68).

The full document can be found here.

Careers Guidance

Since September 2013, local authority-maintained schools in England have been under a duty to provide impartial careers guidance to pupils from years 8 to 13 (ages 12-18). The Department for Education has published statutory guidance (most recently updated in October 2018) for maintained schools on their duty to provide careers guidance.

The statutory duties on schools are:

1.) Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

2.) The governing body must ensure that the independent careers guidance provided:

• is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
• includes information on the range of education or training options, including apprenticeships and technical education routes;
• is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

3.) The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

4.) The proprietor must prepare a policy statement setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed. The policy statement must be published and must include:

• any procedural requirement in relation to requests for access;
• grounds for granting and refusing requests for access;
• details of premises or facilities to be provided to a person who is given access.

5.) The proprietor may revise the policy statement from time to time. The proprietor must publish the policy statement and any revised statement. It is expected that a policy statement will be published for each academy within a multi-academy trust.

6.) The School Information (England) Regulations 2008 require schools17 to publish information about the school's careers programme. This information must relate to the delivery of careers guidance to year 8 to 13 pupils in accordance with Section 42A of the Education Act 1997. For the current academic year, you must include:

• the name, email address and telephone number of the school's Careers Leader
• a summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme
• how the school measures and assesses the impact of the careers programme on pupils
• the date of the school's next review of the information published

An Interpreter/Bilingual Assistant could help to translate at a careers interview to ensure that the Late Arrival is able to make a fully informed decision about his/her future. This would also help in determining students' prior education and experience in order to consider suitable routes. In addition to students being aware of possible qualifications, information must also be provided on the different training and apprenticeships available. 'Careers guidance for those under compulsory school age must also include information on all options available in respect of 16-18 education or training, including Apprenticeships.' Late Arrivals should have a clear understanding of all the options available to them.

By offering careers guidance as early as possible from a student's arrival into school, more support can be put in place to help students fulfil future aspirations.

The statutory guidance from the Department for Education states that schools should consider a range of wider careers activities such as engagement with local employers and work-based education and training providers to offer all young people insights into the world of work, and with local colleges and universities for first-hand experience of further and higher education'. The guidance also says that 'Local authorities should have arrangements in place to ensure that 16 and 17 year olds have agreed post-16 plans and have received an offer of a suitable place in post-16 education or training under the 'September Guarantee', and that they are assisted to take up a place.' Therefore, it is important that Late Arrivals have a post-16 plan in place. Please see the EMTAS website for our separate post 16 guidance.

The guidance encourages schools 'to establish and maintain links with local education and training providers, to ensure that students are aware of the full range of academic and vocational options, including Apprenticeships.' In addition, the guidance encourages schools to arrange visits for 14-16 year olds to local colleges and work-place providers to help raise understanding of the different options available to students. Late Arrivals would particularly benefit from visits to help with the transition from school, especially considering the potentially huge change after a possibly very short experience in the school setting.

School Leaving Age

As students must stay in some form of education and training until the age of 18, Late Arrivals have a range of options:

- full-time education eg at a school or college

- an apprenticeship

- part-time education or training (as well as being employed, self-employed or volunteering for 20 hours or more a week).

Students, dependant on their immigration status or that of their parents, can therefore opt to work full-time but must still continue part-time education or training. The implications of the recent changes will provide more flexibility for Late Arrivals to be able to obtain the appropriate qualifications and experience to pursue their chosen career path. For example, even those arriving towards the end of Year 11 will have the opportunity to complete qualifications even with very little time spent in secondary school.

Funding for Post-16 education

The [Funding guidance for young people 2019 to 2020](#) published in June 2019 states:

Students eligible for funding

Paragraph 38: The following persons will be eligible for funding (these groups correspond to some of the groups in the Education (Fees and Awards) (England) Regulations 2007).

> a. A person on the 'relevant date' who is 'settled' in the UK, and who has been ordinarily resident in the UK and Islands (that is including the Channel Islands and the Isle of Man) for the 3 years preceding the 'relevant date'). 'Settled' means having either indefinite leave to enter or remain (ILE/ILR) or having the right of abode in the UK. British citizens and certain other people have the right of abode in the UK.

Paragraph 39: In addition to considering the groups outlined above, the ESFA will also consider the following groups of students to be eligible for funding.

> a. people with refugee status (RS) or humanitarian protection (HP) or discretionary leave (DL) or exceptional leave to enter or remain (ELE/ELR), their spouses, civil partners and children
> b. people with recently settled status (this means those having been granted indefinite leave to enter or remain, right of abode or British citizenship within the 3 years immediately preceding the start of the course).

Paragraph 40: The EFSA will also consider the following groups of students (including those who may not have lived in the UK for the last three years) aged up to and including the age of 18 as eligible for funding […]

> a. those who are accompanying or joining parents or spouses or civil partners who have the right of abode or leave to enter or remain in the UK (or accompanying or joining relevant family members, usually parents, who are EEA nationals), or those who are children of diplomats.

UK University Entry Requirements

On the first day of the first academic year of the course, to qualify as a home student, all of the following criteria must be fulfilled by the student:

- Be free from any immigration restrictions (eg British citizenship, exercising EU Freedom of Movement Rights, indefinite leave to enter/remain, right of abode, free from immigration control (as a diplomat or member of air crew))

- Be ordinarily resident in the United Kingdom

- Have been ordinarily resident in the United Kingdom, Channel Islands and/or Isle of Man for the whole period of the three years directly preceding the first day of the academic course

The main purpose for the three years' residence in the UK and Islands must not have been to receive full-time education during any part of it, unless the student is a European Union citizen (but not a British citizen) and immediately prior to the three-year period was ordinarily resident in the European Economic Area, Switzerland or qualifying overseas territories.

IELTS or equivalent: may be a pre-requisite for University

The International English Language Testing System (IELTS) measures the language proficiency of people who want to study or work where English is used as a language of communication. It uses a nine-band scale to clearly identify levels of proficiency, from non-user (band score 1) through to expert (band score 9).

Appendix A: Accessing the curriculum through first language: student training programme

Hampshire Services EMTAS

Accessing the curriculum through first language: student training programme

What is the programme and who is it for?

The Hampshire EMTAS 'Accessing the curriculum through first language: student training programme' is a new programme of support for secondary students, suitable for newly arrived students as well as those still developing basic interpersonal communication skills (BICS) or even those in the early stages of acquiring cognitive academic language proficiency (CALP). The flexibility of the programme means that students at different stages of acquiring English are able to access and benefit from it.

Key questions answered

What are the benefits of the programme to students?

By supporting students in using skills in their first languages to help them to independently access the curriculum, the programme aims to boost students' confidence and self-esteem as well as provide an opportunity for continued development of first language in meaningful contexts. The programme adapts to the individual needs of each student, identifying aspects of the curriculum or particular skills students need specific support with.

What about other forms of support for secondary students?

'Accessing the curriculum through first language: student training programme' is one model of support offered by EMTAS practitioners to students in secondary phase. Other models are in-class support and mentoring. The decision about which model is best for an individual student is made after the profiling visits have been made.

How is the programme structured?

The programme consists of eight sessions in total, with the first session to be carried out (normally by the school) as early as possible, for those students new to the school and possibly even the UK. The purpose of the first session is to ensure that the student is acquainted with school rules and systems, and that the student has all the appropriate equipment and logins for school systems, to ensure full access to the school's curriculum from the very beginning. Guidance is provided to secondary schools how to carry out an effective induction for a newly-arrived student. This guidance applies to all newly-arrived students, regardless of the model of support they will later receive.

The subsequent two sessions are for profiling and are led by an EMTAS practitioner. During these sessions, the EMTAS practitioner will gather information on the student's prior educational experiences and ascertain their skills in first language. The profiling exercise underpins the decision about which sort of support the student would most benefit from.

These two profiling sessions also provide an opportunity to meet with the student's parents/guardians, to ensure that they understand the school processes and systems and to give them a chance to ask any questions they may have.

If the 'Accessing the curriculum through first language: student training programme', then the remaining five sessions comprise activities centred around a particular theme or subject such as English or Maths. The activities are designed to develop and apply skills in first language, such as rehearsal of ideas, effective note-taking and drafting in first language, so that students are then able to use such strategies independently in day-to-day lessons. A key element of the programme is the development of speaking and listening skills.

As the sessions are designed to be delivered over consecutive weeks, students are encouraged between each session to try out strategies from the sessions in everyday lessons, affording them an opportunity for review and evaluation in the subsequent session. At the end of the programme, students have the opportunity to review their personal toolkit of strategies developed during the programme with the hope that they are better equipped to access the curriculum on a day-to-day basis.

Our student is not a new arrival. Can the programme work for them too?

Yes. For those students for whom profiling has already been completed or for those who might be identified as more advanced learners of EAL, it is possible to go straight to the main sessions of the programme. The activities in the main sessions are designed to be flexible and are to be adapted to the needs of individual students, according to their prior educational experiences and their first language skills. Activities and strategies are suggested for students and are differentiated according to the stage they are at in their acquisition of English.

To find out more:

Contact EMTAS Specialist Teacher Advisor Jamie Earnshaw
jamie.earnshaw@hants.gov.uk

Appendix B: Young Interpreter Scheme®

What is the scheme?

The Young Interpreter Scheme® provides additional support to students who are learning English as an Additional Language (EAL), to their families and to schools. It recognises the huge potential that exists within each school community for students of all ages to use their skills and knowledge to support new learners of English so that they feel safe settled and valued from the start.

Young Interpreters undergo specific training to prepare for this role and are selected on the basis of different personal qualities they may have. The support they can offer to a newly-arrived student can be very reassuring from a parent or carer's point of view at a time when their child may be adapting to substantial changes. It also supports school staff in a variety of ways at different points during the school day.

Who is the scheme for?

Making the scheme available to both bilingual and monolingual learners can be very powerful in developing empathy amongst English speakers towards some of the challenges and difficulties that students new to English may be facing. There is guidance on Moodle to support Young Interpreter coordinators when inviting students to participate.

Is this scheme right for my school?

The Young Interpreter Scheme® can be used in a variety of settings – either where a number of students share the same language, or where there are isolated EAL learners. Details of engaging activities to keep Young Interpreters motivated about their role in times when there are fewer new arrivals can be found on Moodle.

What do Young Interpreters do?

Bilingual students use their language skills in a variety of ways to help new arrivals access English and feel part of the school. Alongside English-only speakers, they learn different strategies to clarify, explain and 'interpret' a whole range of school activities, systems and procedures to new entrants through the medium of student–friendly English where first language isn't shared by other students or adults.

Young Interpreters do not replace the need for professional adult interpreters. Exhaustive guidance on the role of Young Interpreters and situations where it is most appropriate to involve them can be found on Moodle. Young Interpreters are trained and guided by a designated member of the school staff who can ensure students' safeguarding.

What do children and young people think about their role?

- "We are extremely proud to be part of this excellent scheme!" International Community School, Amman, Jordan

- "I get a great sense of achievement when I see the students I have supported do well in their lessons." Jake, William Howard School, Cumbria

- "I got picked because I have lots of different qualities: I like to help people and I work quite hard in all my lessons." Chloe, Fairfields Primary School, Hampshire.

What does Ofsted say?

- "Those pupils who act as 'Young Interpreters' make an outstanding contribution to enabling those pupils speaking little English and their parents or carers, take a full part in all school activities." Ofsted, November 2010, King's Furlong Infant School and Nursery, Hampshire

- "Inspectors saw some excellent examples of student leadership, including the Young Interpreter group, who give very good support to those students who are learning English as an additional language." Ofsted, March 2013, Aldworth School, Hampshire.

- "The Young Interpreter scheme is another excellent example of practice that supports and develops children and young people's confidence and leadership skills within schools." Ofsted, April 2014, Hampshire County Council

As well as using Young Interpreters to support a Late Arrival to settle into school, a Late Arrival could become a Young Interpreter, Especially if they have enough English to access the training. By having a formal role in the school, Late Arrivals can feel part of the school community from a very early stage. More information on how interpreters should be used in school can be found on the next page.

More information about the Young Interpreter Scheme can be found on our website:

www.hants.gov.uk/emtas

Student interpreters
Using children and young people as interpreters in school

Whether or not they are running our Young Interpreter Scheme, most Hampshire schools will have had to rely on a student to interpret for another child or parent. This is true of schools with high numbers of learners with English as an Additional Language and of schools where these learners are more isolated. The following guidance is intended to provide practitioners with the necessary background and guidelines to ensure children who may interpret at school are kept safe.

What does the research say?

- Child interpreters often academically outperform their non-interpreter peers and display more sophisticated social interactions with others.
- Interpreting has an impact on children's language and literacy development through exposure to a wide range of genres and registers.
- Children can confidently interpret for routine classroom instructions because they involve everyday language but they can struggle to translate for new academic content which is unfamiliar to them and which involves more complex concepts and subject-specific vocabulary.
- Children can find interpreting stressful.

What are the implications of this?

- Teachers can ask children to interpret for routine instructions ('write the date in' etc.) but should not rely on them to translate for new academic content. Teachers must plan for alternative strategies and resources or contact the EMTAS office to enquire about training.
- Adults need to know more about how they can make child interpreters' experiences easier and more rewarding. For example, do you provide background information in advance, speak in short sentences and use body language? This could stop children from feeling nervous when they cannot translate or explain the 'big words'.
- Adults must understand where it is appropriate to involve child interpreters – and where it is not.

When is it appropriate to use a child as an interpreter?

Like Young Interpreters, child interpreters could:

- Show non-English speaking visitors around the school.
- Buddy up with new arrivals during their first few weeks to demonstrate school routines, etc.
- Buddy with new arrivals during breaks and lunchtimes and introduce them to other students or assist them to communicate.
- Support new arrivals to become familiar with clubs/lunchtime activities.
- Help a new arrival to communicate what they have written or what they want to say.
- Welcome parents at parents evenings and other events.

Adults should not ask children or young people to:

- Interpret during non-routine formal situations where sensitive issues are likely to be raised or where the cognitive challenge may be too high eg parent-teacher meetings, admissions, etc. In these instances, practitioners must rely on professional adult interpreters.
- Interpret for a child making a disclosure. This would call for a professional adult interpreter.

- Interpret over long periods of time.
- Support other children during national tests or screening programmes.

Please contact the EMTAS office if:
- You are unsure about the appropriateness of a situation in which you are thinking of involving a child interpreter.
- You need help from an adult to interpret for a meeting where sensitive issues may be tackled.
- You need help to ensure students who are new to English are engaged during your lessons.

Appendix C: Hampshire Ethnic Minority and Traveller Achievement Service Language Phone Lines

The purpose of the Hampshire EMTAS Language Phone Lines is to provide an interpreting, translation and information service for schools, for parents with questions relating to the education system and for students with questions about their homework (or other educational matters).

The Phone Lines can be used if:

- you would like a bilingual assistant to relay a message to a parent/student with limited English;
- you would like information on the countries of origin of your students, their customs or language;
- a parent would like to speak to a Bilingual Assistant.

Parents are able to use the phone lines, for example, to clarify questions about the school system or receive help with translating communications from school.

The languages offered are subject to change according to demand. Please check the EMTAS website for the most up to date list.

The Phone Line number is: 01256 330195

Appendix D: Possible Qualifications

National Qualifications Framework	National Qualifications Framework (NQF)/Qualifications and Credit Framework Levels (QCF)	QCF (vocational)
	Entry	
GCSE 1-3 The Diploma Apprenticeships	1	Award 1-12 credits Certificate 13-36 credits Diploma 37+ credits
GCSE 4-9 The Diploma Apprenticeships	2	
A-Level The Diploma Apprenticeships	3	
Framework for Higher Education Qualifications (FHEQ) — Certificate of higher education Apprenticeships	4	
Diplomas of higher education, foundation degrees and HNDs	5	
Bachelor degrees	6	
Master degrees & postgraduate certificates	7	
Doctorates	8	

UK NARIC offers a paid service giving information on how overseas qualifications compare to UK qualifications.

NQF and QCF qualifications include:
- English for Speakers of Other Languages (ESOL)
- Skills for Life
- GCSEs and A Levels
- International Baccalaureate
- BTEC courses
- Foundation Learning
- National Vocational Qualifications (NVQs)
- Cambridge Nationals
- Higher National Certificates (HNC)
- Higher National Diplomas (HND)

Appendix E: Further Education Colleges in Hampshire

The list below details the further education colleges in Hampshire and possible courses available. Courses currently available may vary.

College	Address	Courses
Alton College	Old Odiham Road, Alton, GU34 2LX	ESOL EFL (PET, FCE, CAE)
Andover College	Charlton Rd, Andover, SP10 1EJ	ESOL IELTS FCE CAE
Basingstoke College of Technology	Worting Road, Basingstoke RG21 8TN	ESOL IELTS
Barton Peveril Sixth Form College	Chestnut Avenue, Eastleigh, SO5 5ZA	
Brockenhurst College	Lyndhurst Rd, Brockenhurst, SO42 7ZE	ESOL
Eastleigh College	Chestnut Ave, Eastleigh, SO50 5FS	ESOL EAVP
Fareham College *	Bishopsfield Rd, Fareham PO14 1NH	
Farnborough College of Technology	Boundary Rd, Farnborough, GU14 6SB	ESOL
The Sixth-Form College,	Farnborough Prospect Avenue, Farnborough, GU14 8JX	ESOL IELTS
Havant Sixth Form College	New Road, Havant, PO9 1QL	
Highbury College	Cosham, Portsmouth, PO6 2SA	ESOL EFL

Itchen Sixth Form College	Middle Road, Sholing, Southampton, S019 7TB	IELTS ESOL
Peter Symonds Sixth Form College	Owens Road, Winchester, SO22 6RX	ESOL
Portsmouth College	Tangier Rd, Baffins, Portsmouth, PO3 6PZ	ESOL
Queen Mary's College	Cliddesden Rd, Basingstoke, RG21 3HF	ESOL
Richard Taunton Sixth Form College	Hill Lane, Southampton, SO15 5RL	
South Downs College	College Rd, Waterlooville, PO7 8ZX	ESOL
Southampton City College	St Mary St, Southampton, SO14 1AR	CAE CPE EFL
Sparsholt College	Sparsholt, Winchester, SO21 2NF	
St Vincent Sixth Form College	Mill Lane, Gosport, PO12 4QA	ESOL
Totton College	Water Lane, Totton, Southampton, SO40 3ZX	ESOL

EAL/SEND PHONE LINE

Do you have students with EAL that you are concerned about?

Not sure whether their needs are just related to EAL or whether they may also have SEND?

Don't think that a full EAL/SEND referral is necessary, but would like some advice?

Hampshire Ethnic Minority & Traveller Achievement Service (EMTAS) offers a telephone advice service for schools to answer questions relating to EAL/SEND and to discuss individual students causing concern.

To speak with one of our EMTAS Specialist Teacher Advisers please call **(01256) 330195** and ask for the EAL/SEND phone line any Tuesday during term time from 12.00 – 16.00pm

TUESDAYS 12.00 – 16.00pm

(TERM TIME ONLY)

Additional guidance can be found on our website:

http://www.hants.gov.uk/education/emtas/goodpractice/emtas-sen.htm

Hampshire County Council

www.hants.gov.uk

Appendix G: The Hampshire New Arrival Ambassador Scheme

Hampshire new arrival ambassador scheme trains groups of students to guide and induct new entrants into their school.

This involves:

- explaining to a new arrival how the school works, its systems and routines
- supporting them with navigating lunch and break times
- meeting them at the start of the day
- introducing them to members of the peer group and key staff
- providing an informal tour of the school and its facilities
- accompanying them for a limited time to extra curricular activities
- providing some academic support in terms of catching up with missed work.

The scheme is particularly applicable to those students who join the school at a different point to the majority of their peers. Although the main beneficiaries of the scheme are children from vulnerable and disadvantaged groups whose educational outcomes are poor, the term 'new arrival' could apply to any new child who needs additional support to feel part of the school community.

Training for new arrival ambassadors focuses on peer support strategies in the first weeks and months to help build confidence and independence through getting to know the school quickly and making this an enjoyable experience. The deliberate use of the term 'new arrival' also takes attention away from the individual circumstances of a child. Instead it focuses on the shared experience of starting a new school, which is common to a number of children from a range of backgrounds. This new scheme enables schools to extend the support offered to children from vulnerable groups at transition.

For more information, see the Hampshire EMTAS website www.hants.gov.uk/emtas .