

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)

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Foreword

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

Students who arrive during Key Stage 4 are entitled to full-time education. Through integration into mainstream education, each student should receive an education appropriate to their age, aptitude, interests, ambitions and cultural identity.

Drawing on the knowledge and experience of Hampshire schools, this guidance aims to offer advice and strategies to help schools tailor their offer to late-arriving students. Many students will be unfamiliar with the education system and may not be aware of the options available to them. The right support will help them to access a broad range of educational opportunities and make good progress throughout their time in education in the UK.

This guidance will start by identifying those students who may be described as 'Late Arrivals' (new arrivals in Key Stage 4). It will then focus on the induction process for a Late Arrival, as well as ongoing support and next steps at the end of Year 11. The guidance includes information on qualifications and exam access arrangements for these students and outlines different possible progression routes for students when they reach 16.

We hope that this guidance will help to accelerate the progress of Late Arrivals and help students to fulfil their aspirations in life.

EMTAS Specialist Teacher Advisor Team
September 2023

Acronyms

DfE	Department for Education
EAL	English as an Additional Language
EMTAS	Ethnic Minority and Traveller Achievement Service
FE	Further Education
GCSE	General Certificate of Secondary Education
INSET	In-service training (for teachers)
JCQ	Joint Council for Qualifications
Ofsted	Office for Standards in Education, Children's Services and Skills
SEND	Special Educational Needs and Disabilities
UASC	Unaccompanied Asylum-Seeking Children

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Introduction

Aims of this guidance

This guidance was written for schools to enable them to:

- welcome and support Late Arrivals as they settle into school life
- establish an appropriate course of study with careful consideration of the individual student's future aspirations
- ensure that the provision and support for Late Arrivals 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
- support Late Arrivals to make informed choices about their Post-16 education, employment or training.

Who are Late Arrivals?

For the purpose 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, a Late Arrival's prior education should be carefully considered at the outset.

A Late Arrival could have:

- little or no experience of formal education
- 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
- experience of pedagogical approaches that are different from those of UK schools
- been educated through the medium of English (at least in some lessons).

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

In some cases, a late arrival may be an Unaccompanied Asylum-Seeking Child (UASC) who is living in the UK without their parents and may have had difficult or traumatic experiences prior to their arrival. There is additional guidance for these students on the [Hampshire EMTAS website](#).

Schools' Responsibilities

According to the UN Convention on the Rights of the Child (1989), 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 country; and for the natural environment.

The guidance in this booklet offers strategies through which these rights can be exercised.

The School Admissions Code

The [School Admissions Code](#) (DfE, 2021) 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).

Every child in the UK up to the age of 16 has a right to an education, regardless of their immigration status. The Department for Education makes it clear that:

'admission authorities for state-funded schools (maintained schools and academy schools) must not check the immigration or nationality status of foreign national children as a pre-condition for admission'

(DfE, 2022)

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.

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.

A person can experience direct discrimination because of a protected characteristic (such as race or religion), 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:

- (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.*

(Equality Act, 2010)

A school's duties go beyond formal education, covering 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.

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

- to ensure that the operation and impact of the admissions policy is non-discriminatory towards Late Arrivals and students who use EAL
- 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.

National Curriculum

The [National Curriculum](#) (2014) sets out the expectation that:

‘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.’*

There is a clear requirement for schools to set high expectations for every student and promote the inclusion of all students, including those for whom English is an additional language:

‘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.’

‘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)

Teachers’ Standards

In addition, the [Teachers’ Standards](#) (updated 2021) states that every teacher should:

‘have a clear understanding of the needs of all pupils, including...those with English as an additional language...and be able to use and evaluate distinctive teaching approaches to engage and support them.’

Therefore, expectations should be high regardless of a student’s level of English. The individual student’s prior knowledge and education should be fundamental in any judgements about their subject choices, achievement and progress.

Appropriate teaching and learning strategies are identified later in this guidance. Further support, advice and training is available from [Hampshire EMTAS](#).

Accountability Measures

Schools need not be concerned with the impact of Late Arrivals on the Progress 8 measure. According to the guidance on [Secondary accountability measures](#) (2022) students who do not have Key Stage 2 results, having arrived at secondary school from abroad, will not be included in the attainment measures:

'There will be some pupils (those arriving at secondary school from the independent sector or abroad) who have no KS2 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).'

(DfE, 2022)

Schools can request for results to be removed if the student has 'arrived from a non-English speaking country in Year 10 or Year 11' but there is nonetheless an expectation for schools

'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, 2022)

Induction of a Late Arrival

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 Level 2 qualifications such as GCSEs)
- to provide appropriate pastoral, linguistic and curriculum support for them to participate effectively in mainstream classes as soon as possible.

First Steps

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/carers, staff in school and a Hampshire EMTAS Specialist Teacher Advisor or Bilingual Assistant. Every effort should be made to ensure parents/carers and students fully understand the system and the available progression routes, and that they have opportunities to ask any questions they may have. Therefore, the benefits of using an interpreter to support an induction meeting should be considered carefully. Guidance for [Using an Interpreter](#) can be found below.

Late arrivals may come with very little knowledge of the UK education system. Therefore, as part of a student's induction, the individual school's expectations should be made clear. An induction booklet would help to communicate key information about the school day such as timings, uniform expectations, after-school clubs available and a visual timetable (with images to accompany each subject name). Wherever possible, information in the student's first language would help with communication. Alternatively written English is preferable so that students or parents/carers can return to the information and use translation tools to help them access it.

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). It should also include information on the British education system including the different exams and qualifications available.

Information Gathering

At the initial meeting, it is important to ascertain whether the student has any dietary requirements or if they will need any provision for religious observance (eg prayer room). It would be particularly beneficial to know the student's educational and family background, achievements and attainment in their country of origin to carefully plan the student's programme of study. 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. Information gathering is a vital part of the

[assessment](#) process for a Late Arrival and would form part of any profiling by the Hampshire EMTAS team.

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.

Profiling

The more detail that can be established about a student, the more effectively appropriate support strategies can be identified. Following a referral to Hampshire EMTAS, a member of the team will carry out a profiling visit for students who are new to English or in the early stages of acquisition. The profile report will include the full range of information required to make an accurate assessment of the student on which to base the plan for their support:

- family information such as siblings and extended family, the student's preferences and dislikes, 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 assessment in their first language. This will provide information on the student's existing strengths and weaknesses in their first language
- medical assessment; this should include hearing, eyesight, immunisations, etc
- previously identified learning difficulties or disabilities
- student's 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.

Communication with Parents/Carers

Regular home/school communication will help to support the Late Arrival. Parents/carers may have little 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 receive from Hampshire EMTAS, some could be used to support communication between home and school. Where there is difficulty communicating with parents/carers due to a language barrier, Hampshire EMTAS offers [phone lines](#) for particular languages to help with communication. 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. The phone lines can also be used by parents/carers if they have any questions about the UK education system or school life, for example.

There are Adult Community Learning (ACL) classes available across Hampshire, in which parents/carers can have support with developing their English and gain valuable skills for life in the UK. [Hampshire Learns](#) provides more information about available courses.

Using an Interpreter

If you are using an interpreter for a meeting with a student and their parents/carers, this checklist will help to ensure the meeting runs smoothly:

Before the meeting:

You will need to check the following information:

- Do all parties know the date, time and location of the meeting?
- Who will be at the meeting?
- Who will lead the meeting?
- Which topics are to be covered and which information is to be gathered?
- Does the family need to bring anything with them, eg passport, school reports, details of exams passed, etc?
- Is there any technical language that may be involved (including acronyms) which you may need to share with the interpreter in advance?
- Are there any cultural issues which you may need to be aware of eg appropriate greetings?
- Have you considered the seating arrangements? (eg the interpreter next to the family and ideally a round table, so that interpreting can be carried out inconspicuously).

At the meeting:

- Introduce the interpreter to everyone present.
- Explain that they will interpret everything at the meeting.
- Explain that the interpreter can only relay information and will not contribute their own thoughts/opinions.
- Ensure the parent/family member is aware of the agenda.
- Ask the interpreter to 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 the interpreter to check whether the parent/family wants to discuss anything else or ask any further questions.

Pastoral Care

The pastoral care of a Late Arrival should not be the sole responsibility of the form tutor or the EAL coordinator. It is important that all staff have some information about the student's background and are looking out for them while they are in school. This is especially true when the Late Arrival is known to have experienced trauma or had a difficult time prior to their arrival in the UK.

In order to help 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 and extra-

curricular activities even where they might find it difficult to afford due to their financial circumstances. [Pupil Premium](#) funding could be used to support this. Students should also be informed of the extra-curricular activities available. Encouraging students to attend an after-school club could help with forming friendships and building confidence, as well as providing more exposure to good language role models.

Late Arrivals may be entitled to free school meals and the school should make sure that parents/carers know about this. Parents/carers can go online to [Apply for free school meals](#) and check their eligibility. The school should bear in mind that parents/carers 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/carers, they could speak to parents/carers about the application process to claim free school meals and, if appropriate, some support time could be used to help parents/carers complete the form.

Peer Support

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 and support with understanding of the school environment and routines. It would also 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.

If using a buddy system, schools should brief potential buddies so they know what to do if a Late Arrival discloses anything that causes them to be concerned. The [Young Interpreter Scheme®](#) can be used to train students for this role and covers what to do where there are safeguarding concerns. However, it is important to note that buddies do not replace professional interpreters and Bilingual Assistants, so the [Young Interpreter Scheme®](#) is not appropriate for formal communication with students and families, such as induction meetings or progress reviews.

Timetabled Provision

Flexibility is crucial when making decisions about the timetabled provision for Late Arrivals. Each student's needs should be considered individually, taking into account their views and aspirations for the future. Previous educational background and prior achievements should be built upon, and provision and support planned accordingly. Therefore, as part of the induction process, there should be an open discussion with the student and parents/carers to determine the most suitable timetable.

Different approaches to provision should be considered and tailored to meet the individual's needs, including:

- 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 other qualifications 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)
- an extended work experience placement, possibly together with a part-time timetable at school leading to qualifications in some subjects.

See [Appendix A](#) for a case study where careful consideration was given to the appropriate qualifications and timetable for a Late Arrival.

More information about [Suitable qualifications for Late Arrivals](#) can be found later in this guidance. 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). See [Appendix B](#) for a list of possible GCSE qualifications.

Decisions regarding the year group into which to place a student are also very important. In most cases, 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 the section on [Deceleration](#) in this guidance for further information.

Summary of Induction Strategies

This is a summary of some of the strategies that could be used to help a new student who uses EAL:

Identity and culture

- Be sure about the naming system the family uses and that names are pronounced correctly, as well as checking the student's preferred pronouns. This is an important part of acknowledging identity. Ensure that the correct names are used for official purposes, eg public examination entries.
- Check whether there are any dietary requirements or if support is needed for religious observance.

Orientation

- 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. A visual timetable (with images for each subject) is particularly helpful for students who are new to English.
- Ensure the student has all their login details for the school network and devices.

Staff and peers

- 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.'

- 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 Interpreter 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)
 - demonstrating routine instructions
 - forming a 'talking trio' with another student for discussion tasks.
- 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).

Parents/carers

- 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 child. Parents/carers may need support and may require access to the named home/school link person
- 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.

Pastoral

- 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.
- Be aware of any bullying and racism faced by the student both in and out of school.

Extra-curricular

- 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).

Teaching and Learning

It is important that information and best practice for supporting Late Arrivals is shared across all curriculum areas. [The Bell Foundation \(2023\)](#) points out that 'learners with EAL have a dual task at school: to learn English (language) and to learn through English.' Learning EAL is not an activity confined to the English classroom, and learners of EAL will spend much of their time in other parts of the school. It is therefore important that all teachers understand the strategies for supporting these students. It is even more important that support for EAL is not automatically aligned with support for SEND. Strategies which help learners of EAL are often valuable for all learners and help to support the wider improvement of literacy across the curriculum.

Core Principles

[The Bell Foundation \(2023\)](#) sets out three core principles which should underpin all pedagogy for learners using EAL:

- bilingualism and multilingualism are an asset
- cognitive challenge should be kept appropriately high
- learners' proficiency in English is closely linked to academic success.

Therefore, all classroom strategies link to these underlying principles and are likely to include:

- **Activating prior learning**
Enabling learners to use their prior knowledge of a topic by taking advantage of their first language and finding out what they already know.
- **Providing a rich context**
Providing additional contextual support to help them make sense of the information, such as images and [graphic organisers](#).
- **Making the English language explicit in the classroom**
Encouraging them to notice the language used in a curriculum context and understand how it is used by pointing out key forms and structures.
- **Developing learners' independence**
Developing their organisational, thinking and social skills (for instance, working co-operatively with others, taking turns and asking for help). The learning culture and activities may be very different to their country of origin.
- **Supporting learners with EAL to extend their vocabulary**
Providing opportunities to extend their vocabulary and develop academic language skills, for instance by focusing on the differences between formal and informal vocabulary.

(The Bell Foundation, 2023)

Assessment

The assessment process is multi-faceted; there is not a single standardised test available for each subject and in every language. Indeed, the use of screening tests and standardised assessments with new-to-English students is unlikely to yield reliable results, either when the tests are conducted in English or when they are translated into first language. Further information can be found in guidance produced by Hampshire EMTAS on [Screening and standardised testing for learners of EAL](#).

Practitioners are advised that best practice is for students to be placed in groups according to their cognitive ability rather than their command of English. It is important for students to be surrounded by good models of spoken and written English to help them develop their language proficiency. See the [EMTAS Position Statement on the placement of learners with EAL in groups, sets or streams](#) for further guidance on this point.

The Bell Foundation EAL Assessment Framework

Guidance for schools on assessment can be found in the [Bell Foundation EAL Assessment Framework](#) which is available as a free download. The Bell Foundation EAL Assessment Framework can be used to support school staff to make informed formative and summative assessment judgements about students for whom English is an additional language and for tracking these students' progress in their acquisition of English over time. The Framework may also be useful for next-steps target setting. The Hampshire EMTAS website provides further information about the use of the [EAL Assessment Framework](#).

As part of [profiling](#) by Hampshire EMTAS, students' English will be assessed initially using the DfE Proficiency Scale then moving to the use of The Bell Foundation EAL Assessment Framework once sufficient evidence is available to make a more confident assessment (after about half a term in school).

Supporting Early Acquisition of English

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

General

- 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.
- Seat students next to sympathetic members of the class. If any students speak the same language they could act as a talking partner to aid understanding but they should not be the only students interacting with a new arrival.
- Encourage the use of first language to support learning. For more information on this, see the Hampshire EMTAS guidance on [The role of heritage languages within the educational landscape](#).
- Consider that students' experiences of teaching styles will vary depending on the education system in their home country. Therefore, provide lots of models, scaffolds and rehearsal opportunities.

Speaking and listening

- Do not worry if beginners say very little at first. It is quite common for students to go through a silent phase while they focus on listening and start to 'tune in' to the sounds and intonation of the new language.
- Encourage them to help give out equipment and collect books so they interact with other students.
- Ask students for the home language equivalents of English words linked to the curriculum.
- Collaborative learning activities are very helpful for learning English but bear in mind that working in groups may be a new experience for many newly-arrived Key Stage 4 students if this was not common in their country of origin. Plan the groupings and scaffold carefully.
- 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 speak this language.

Reading

- 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) or use commercially published dual-language word lists 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.
- It may be possible to source books and resources in the home language for particular subject areas. Graphic novels are also helpful. Using such materials will promote the learning of English.
- 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, a student could listen and read simultaneously.

Writing

- If students are literate in their first language, try to provide bilingual dictionaries or online translation tools and encourage students to write in their first language for some tasks.
- Use of oral recording devices can give students confidence as it will enable them to play back and, if needed, re-record themselves.
- 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.

Best Practice Across the Curriculum

The following suggestions are designed to support the learning of EAL during the induction period and beyond.

General

- Careful placement in teaching groups is very important. Late Arrivals will benefit from being placed in groups with other students who can provide good models of spoken and written English. Late Arrivals should be placed in sets according to their cognitive ability rather than their current level of English language acquisition. Read the [EMTAS Position Statement on the placement of learners with EAL in groups, sets or streams](#) for further information on this.
- Make sure that they can see the board/other visuals easily – seated near the front of the class, facing the board, away from the peripheries of the classroom.
- Be aware all the time that the student is not working in his/her own language and this can be extremely tiring.
- Ensure on-going and regular assessment of curriculum and pastoral needs.
- 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. Never accept sub-standard work or a poor attitude.
- Ensure students are aware of the expectations in the school's behaviour policy.

Speaking and listening

- Give clear, concise instructions.
- Use visual aids, diagrams, demonstrations, etc as often as possible to illustrate concepts and new vocabulary.
- Always check that the student understands what is expected of him/her but avoid saying "Do you understand?" as the answer is usually "yes". Instead, talk to the student individually and reiterate instructions if necessary.
- Include the student in whole class activities but allow enough time for them to process and respond to any verbal question or instruction.
- Allow the student to respond non-verbally or with single word answers until they are confident about giving more extended answers in front of the whole class.
- Provide as many opportunities as possible for the student to engage in collaborative activities with their peers where talk is an essential part of the activity.

Reading

- 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 emphasized and repeated language structures.
- Give written lists of new subject specific vocabulary for translating and learning at home.
- Provide photocopies of any key texts for the student to highlight/annotate in first language.
- Be aware that the newly arrived student 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.

Writing

- 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 support for writing tasks, eg writing frames, flow diagrams, key words, cloze procedure, etc.
- Where students cannot currently give a written outcome, provide alternative modes of demonstrating learning, such as recording devices.
- Allow the student to work collaboratively with a supportive partner on written work. This could be done in first language if there is another student in the class who speaks the same language.
- Write corrections and comments in clear handwriting.
- Make use of any literacy skills 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.

The Bell Foundation provides detailed information on secondary [Classroom Support Strategies](#) for learners at different levels of proficiency. These are available with a free login.

Lesson Checklist for Teachers

Adapted from materials provided by [EAL Highland](#).

1. Do students understand the learning intention?
2. Do I know their prior knowledge of this topic?
3. Do I know whether students have literacy in their first language, and which language?
4. Do I know what English language skills they have and need to develop (using the Bell Foundation EAL Assessment Framework)?
5. Have I planned for opportunities to develop these skills in this lesson?
6. Are there any opportunities to relate this lesson to their country/culture/language?
7. Have I highlighted/written on the board, the key words and phrases for this lesson, or provided a word list in advance?

8. Are the students using a bilingual dictionary or translation tool and recording any new words?
9. Have I used visual support for understanding?
10. Have I modelled the key language structure for the activity?
11. Do students have opportunities to communicate purposefully in this lesson?
12. Do students have opportunities to use their first language?
13. Am I using supportive questioning to check understanding and develop talking?
14. Have I prepared students for any lesson activities which may be unfamiliar to them, such as collaborative work?
15. Have I planned suitable pairings or groupings to provide the best language models?
16. Have I spoken to students during the lesson and made sure they are included in learning activities?

Resources

Successful resources for learners of EAL include:

- bilingual dictionaries, online translation tools/apps, phrase books and subject glossaries
- key words for each subject/topic
- individual copies of the text, handouts and slides for highlighting or annotations
- adapted copies of resources given to the class eg adding, removing or rearranging some information
- pictures, artefacts, demonstrations, videos, etc
- visually presented information eg mind maps or [graphic organisers](#)
- other students - use them to demonstrate the activity/task
- graphic novels or simplified versions of key texts eg *Pride and Prejudice*, *Romeo and Juliet*
- first language versions of key texts
- online resources eg key texts translated, subject content in first language, online bilingual dictionaries
- online research using simplified articles eg search using a reading range with the [Advanced Search](#) on Google or using sources like [Simple Wikipedia](#)
- speaking frames, writing frames and substitution tables
- laptops or tablets - word processing allows the student to make use of the spell-checker and grammar facilities.

Many physical resources can be borrowed from [Hampshire Ethnic Minority and Traveller Achievement Service](#). Bilingual texts can also be purchased from specialist providers such as [Grant & Cutler Ltd](#).

There are also a number of organisations providing digital resources and teaching ideas online. The EMTAS [Guidance Library](#) should be the first port of call for practitioners in Hampshire. However, other organisations such as [The Bell Foundation](#), [EAL Highland](#) and [Leeds for Learning](#) have several resources available.

Withdrawal

Withdrawal is a form of intervention in which students are removed from the mainstream classroom either for 1:1 or for small group work. With learners of EAL, the most effective learning takes place when there is continued access to good models of written and spoken English. The mainstream classroom setting is the best place to facilitate this, however it may be appropriate to consider withdrawal in certain circumstances.

Withdrawal would usually be on a temporary basis if the student needs time for activities that will help them to access the rest of the curriculum. There may be 'free periods' in the student's timetable if, for instance, they are taking fewer GCSE subjects than their peers. Hampshire EMTAS has specific guidance on [Withdrawal provision for learners of EAL](#) which details some of the circumstances when withdrawal might be appropriate.

Deceleration (back-yearing)

Deceleration, also known as 'back-yearing', is the decision to educate a child in a cohort below that of their chronological peers. For example, a 16-year-old student should normally be placed in Year 11 but will be deemed to be decelerated if placed into Year 10.

As the norm, deceleration is not recommended for students for whom English is an additional language. These students should be placed in a year group which reflects their chronological age, meeting the individual needs of the student by differentiating and adopting suitable support strategies in class. Schools should access training from EMTAS with regards to effective classroom strategies to support New Arrivals.

However, in exceptional circumstances beneficial decisions can be made to decelerate students, particularly Late Arrivals. For example, a student of Year 11 age with good literacy skills in their first language and aspirations to attend university in the UK could be placed in Year 10, instead of Year 11. This would allow additional time for their English language skills to develop and to give sufficient time for controlled assessment (where applicable) to be completed before attempting GCSEs.

Any decision to decelerate must centre on the needs of the individual student and how these will be best met. Hampshire County Council (2017) has produced guidance on [The placement of children outside their chronological year group](#) including a list of factors to consider when deciding whether deceleration is an appropriate course of action. For advice specifically relating to learners of EAL, see the [Hampshire EMTAS Deceleration Guidance](#).

Qualifications

The specific needs of Late Arrivals can be met in a variety of flexible ways. In some cases, this could include links with Post-16 colleges, eg for ESOL classes for part of the timetable. Any decision must be taken in line with the individual student's preferences, balanced with their prior educational experiences and achievements.

Choosing an Appropriate Level

GCSE qualifications will be appropriate for some students with EAL but there are a range of alternatives to recognise achievement at Key Stage 4:

- Entry Level qualifications, such as an ESOL course, may help students develop the language skills to access future courses, alternative pathways or employment.
- Level 1 qualifications, such as Functional Skills in English and Maths, may be relevant for those students with limited proficiency in English.
- If students are working at a level beyond grades 1-3 at GCSE, students may be able to complete a Level 2 qualification, such as an apprenticeship or Functional Skills in English and Maths.

In many cases, a combination of different levels or types of qualifications will provide the best fit for an individual student. See [Appendix A](#) for a case study where careful consideration was given to the appropriate qualifications for a Late Arrival.

Subject Choices

Students should be empowered to choose subjects which match their aptitude, interests and ambitions. Language proficiency need not be a barrier to achievement, especially in subjects where the content overlaps with previous learning in their first language.

When considering which English Language qualification is most appropriate at Key Stage 4, it is important to remember that many students will not yet have the academic language proficiency to be able to explore and analyse writers' methods. However they may have enough functional language proficiency to gain a different Level 2 qualification, such as Functional Skills English. Many post-16 providers will recognise this qualification alongside other GCSEs or Entry Level/Level 1/Level 2 qualifications, which will enable the student to access post-16 learning at an appropriate level for their cognitive ability. There is information available online to explain the [different types of qualifications](#) available at each level.

Late Arrivals may have prior knowledge which allows them to complete GCSEs or other qualifications not usually offered by the school. For example, there may be a GCSE available in the student's first language or a language learned in their country of origin. Other options include qualifications relating to the student's cultural background, such as Hinduism or Islamic Studies. A list of available language examinations can be found in [Appendix B](#).

Heritage Language GCSEs

Heritage language GCSEs are GCSE qualifications in a language that is already familiar to a student, either because they speak it at home or because they have learned it in their country of origin. 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.

Benefits

Schools should consider offering heritage language GCSEs in order to:

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

Students entered for heritage language GCSEs often perform very well, with a high percentage gaining grades 8 and 9.

Preparing students for the exam

Schools can offer some support for heritage language GCSEs without any knowledge of the target language. For example, teachers could share the specification and provide a detailed overview of the qualification, as well as giving access to past papers and exemplar materials. However, specialist language support is often needed as the student gets closer to their examinations.

Hampshire EMTAS can offer bespoke packages of GCSE support for [some languages](#). Our services include:

- 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.

More information about [Heritage Language GCSEs](#) can be found on the Hampshire EMTAS website.

Examination Access Arrangements

The Joint Council for Qualifications (JCQ) produces [Instructions for Conducting Examinations](#) which are updated each academic year. Within these regulations, there are some key points to consider for students for whom English is an Additional Language.

It is also important for school staff to consult the most up-to-date JCQ guidance on [Access Arrangements, Reasonable Adjustments and Special Consideration](#) to ensure they understand exactly which arrangements are permitted.

Bilingual Translation Dictionaries

Bilingual translation dictionaries can be used by candidates in certain exams if their 'first language is not English, Irish or Welsh' and where this reflects their 'normal way of working.' The centre does not need to make an application for this or record the use of the dictionary.

Reading Pens

Reading pens are permitted to be used, if this reflects the 'candidate's normal way of working', but the reading pen 'must not have an in-built dictionary or thesaurus, or a data storage facility.'

Extra Time

Candidates who are allowed to use bilingual translation dictionaries may also be entitled to 25% extra time if they have been resident in the UK for less than three years at the time of the exam but this arrangement is uncommon. Further information and a list of eligibility criteria is available from the [JCQ](#).

Modified Language Papers

Modified language papers contain questions with simplified wording but the meaning of the questions stays the same. The questions also still contain the same technical/specialist vocabulary and require the same answers as the standard language papers. Centres must make sure that an application is made in advance. It is down to individual centres to determine if a candidate would benefit from the use of a modified language paper but it is likely that candidates learning EAL would find this helpful.

Next Steps

School Leaving Age

All students must stay in some form of education and training until the age of 18 so Late Arrivals have a range of options provided they have the right to work and/or study in the UK:

- 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 can therefore opt to work full-time but must still continue part-time education or training. However, they must have an [immigration status](#) that gives them the right to work in the UK and/or makes them [eligible for an apprenticeship](#). The ability to stay in education or training provides more flexibility for Late Arrivals to be able to obtain the appropriate qualifications and experience to pursue their chosen career path. For example, students arriving towards the end of Year 11 will still have the opportunity to complete qualifications despite having spent very little time in secondary school. The '[September Guarantee](#)' requires local authorities to ensure that there are post-16 plans in place and that all 16 and 17 year-olds have an offer of a suitable place in post-16 education or training.

Post-16 Education

Provided they meet the eligibility requirements for funding, Late Arrivals will have options to transition into FE or sixth form settings even if they have not achieved five or more GCSE qualifications. Many post-16 providers offer three-year pathways which allow students to complete entry level, level 1 or level 2 qualifications in their first year (such as vocational qualifications, functional skills or GCSE English and maths, or equivalent) and then progress onto A levels, T levels or other vocational qualifications at appropriate levels. 16-19 funding is not usually a problem for eligible students provided they start their course of study while they are still aged 16, 17 or 18. For full guidance about residency and eligibility for funding, please see the government's advice on [Funding Regulations for Post-16 Provision](#).

When thinking about routes of progression beyond secondary school, students with EAL may need support with completing application forms or letters of application, even if they are advanced learners of EAL. Late Arrivals would particularly benefit from visits to post-16 settings to help with the transition from school. See the [Hampshire EMTAS Guidance on Post-16 provision and pathways for those students for whom English is an Additional Language](#) for further information on post-16 provision.

Careers Guidance

Schools do not have a specific budget to provide careers guidance and freedom is given to schools to decide on what provision is most suitable for the individual needs of students.

All students should receive the same high quality careers guidance and access to information, regardless of their proficiency in English or how late they arrive in school. The [statutory guidance](#) clearly states that:

‘Opportunities for advice and support need to be tailored to the needs of each pupil. A school’s or college’s careers programme should embed equality and diversity considerations throughout.’

(DfE, 2023)

An interpreter/Bilingual Assistant could help to interpret 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 with understanding students’ prior education and experience so that suitable routes can be considered. By offering careers guidance as early as possible after their arrival, more support can be put in place to help students fulfil future aspirations.

Schools should consider a range of wider careers activities such as engagement with local employers 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. Clearly, students with EAL may need greater support when arranging suitable work experience placements, or a more flexible approach. For instance, a work experience placement inside school might allow short ‘tasters’ in different areas of work such as administrative support or library services.

Many schools take part in National Careers Week or hold alumni events to allow students to envisage the range of careers available to them. When arranging input from outside speakers or agencies, it may be helpful to consider the representation of EAL in the workforce. Many experienced professionals were once learners of EAL and could be powerful role models for Late Arrivals.

Appendix A: Secondary School Induction Case Study

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 a 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 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 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 first language 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®](#). 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 Interpreters Scheme® helped the student settle into 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.

Appendix B: GCSE Qualifications

Below is a list of available language qualifications (by examination board) which might be relevant for Late Arrivals. Suitable alternatives to religious studies are also included. Please note that Hampshire EMTAS can only provide packages of support for a limited range of [Heritage Language GCSEs](#).

AQA

Entry Level Certificate (ELC)	Foundation Certificate of Secondary Education (FCSE)	General Certificate of Secondary Education (GCSE)
Chinese (Mandarin) French German Spanish Step Up to English	Chinese (Mandarin) French German Italian Spanish	Bengali Chinese (Spoken Mandarin) French German Hebrew (Modern) Italian Panjabi Polish Spanish Urdu

OCR

GCSE
Classical Greek Latin

Pearson Edexcel

GCSE	International GCSE
Arabic Biblical Hebrew Chinese French German Greek Gujarati Italian Japanese Persian Portuguese Russian Spanish Turkish Urdu	Arabic (First language) Bangla Bangladesh Studies Chinese English (Second language) French German Greek (First language) Greek (Modern) Islamic Studies Islamiyat Pakistan Studies Sinhala Spanish Swahili Urdu

Cambridge

International GCSE	O Level
Afrikaans (Second Language) Arabic (First Language) Arabic (Foreign Language) Bahasa Indonesia Chinese (First Language) Chinese (Second Language) Chinese Mandarin (Foreign Language) English (First Language) English Literature English (Second Language) English (EAL) French (First Language) French (Foreign Language) German (First Language) German (Foreign Language) Hindi (Second Language) IsiZulu (Second Language) Islamiyat Italian (Foreign Language) Latin Malay (First Language) Malay (Foreign Language) Pakistan Studies Portuguese (First Language) Sanskrit Setswana Spanish (First Language) Spanish (Foreign Language) Spanish (Literature) Swahili Thai (First Language) Turkish (First Language) Urdu (Second Language)	Arabic Bangladesh Studies Bengali Biblical Studies English Language English Literature French Hinduism Islamic Studies Islamiyat Nepali Pakistan Studies Setswana Sinhala Tamil Urdu (First Language) Urdu (Second Language)

CCEA (Council for Curriculum, Examinations and Assessment)

GCSE
English Language English Literature French Gaeilge German Irish Spanish

Eduqas/WJEC

GCSE
French German Latin Spanish Welsh Language Welsh Literature Welsh (Second Language)