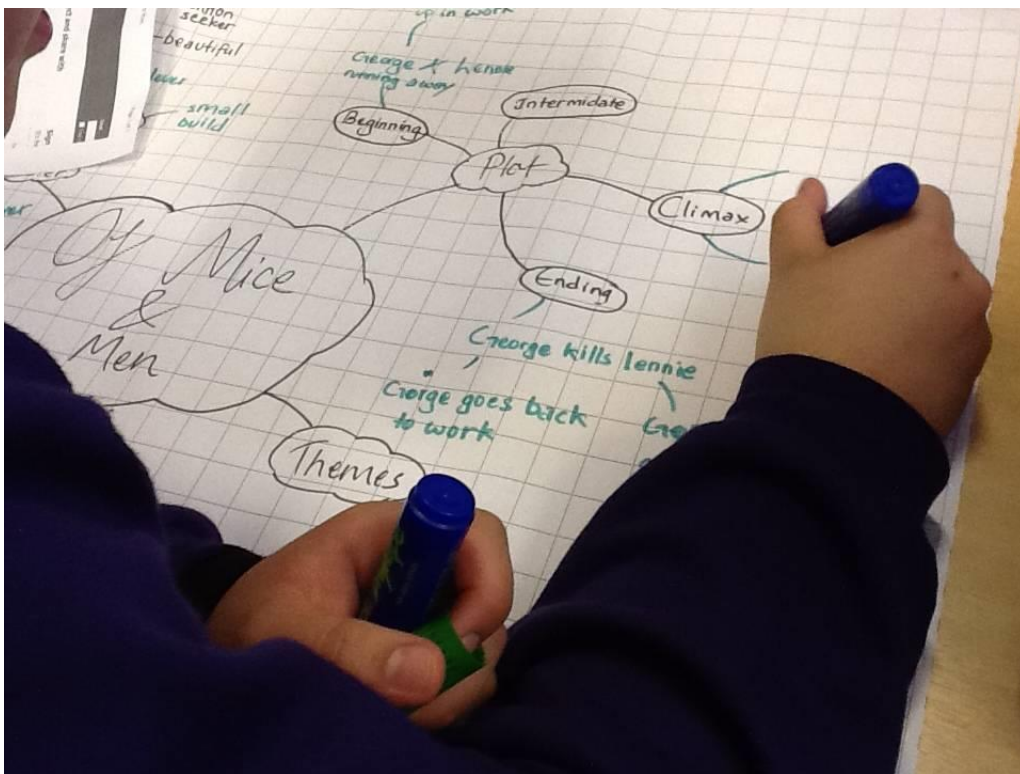


Hampshire Ethnic Minority and Traveller Achievement Service

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 (November 2020)

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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 2020) includes updated information on exam access arrangements including the use of a bilingual dictionary (see page 39).

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

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November 2020

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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 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 determined 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 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 their 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:

- 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 a 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 country; and for the natural environment.

The guidance in this booklet offers strategies through which these rights can be exercised. Furthermore, this guidance seeks to address the Government's aim, as part of Every Child Matters as introduced by the Children Act 2004, 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 pupils, 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 for 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, advice and training is available from Hampshire EMTAS.

School Performance Tables

Students who do not have Key Stage 2 results, having arrived at secondary school from abroad, will not be included in the Progress 8 measure:

'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).'

Students who have 'arrived from a non-English speaking country in year 10 or year 11 and the school requests for their results to be removed' will also not be included in the attainment measures for the school.

However, there is 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'.

[Secondary accountability measures, Guide for maintained secondary schools, academies and free schools, Department for Education \(February 2020\)](#)

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 Level 2 qualifications such as 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/carers to determine the most suitable timetable.

As there is not a 'one size fits all' path for Late Arrivals; 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 Certificates of Achievement together with a part-time college course e.g. 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 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). See Appendix E for a list of possible GCSEs available.

Decisions regarding which year group to place a student in 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 the section on Back-Yearling in this guidance for further information (page 31).

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 that they have the opportunity to ask any questions they may have. Therefore, the benefits of using an interpreter to support an induction meeting should be considered carefully. 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 14.

From the outset, 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.

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 A](#) for more information on the Young Interpreter Scheme® and [Appendix I](#) for 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, 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. Further information on the language phone lines available from Hampshire EMTAS can be found in [Appendix B](#).

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

Preparation before the meeting

You 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 and information to be gathered
- Whether the family needs to bring anything with them, e.g. passport, school reports, details of exams passed etc.
- Any technical language that may be involved
- Seating arrangements (you should sit next to the 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, as part of 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/carers know about this. Parents/carers 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/carers complete the form.

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. Pupils 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 pupils 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 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. 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 A](#) for information about the Young Interpreter Scheme®, which can be used to train pupils 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 I](#) 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 will help to support the Late Arrival. This can be through using an EMTAS phone line, 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 time students can receive from Hampshire EMTAS, some of this time could be used to support communication between home and school. There are Family Learning classes available across Hampshire, in which parents can have support with developing their English, and which also cover topics children study in school to help parents/carers to be in a better position to support their children at home. 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, e.g. public examination entries
- brief all staff positively about the new student
- brief students in the same year group positively about the new student e.g. '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, e.g. 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)
 - 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 country 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 in the education of their son/daughter. Parents 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 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 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, e.g. 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'.

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 pupils who are in the early stages of acquiring EAL 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. 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 Hampshire EMTAS, an Early Profile report can be produced. This will include information about the student's family background, their academic background and 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, identifying subjects previously studied and levels of achievement is helpful so that students are not de-motivated by having to cover the same topics again (their cognitive understanding is 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. As part of the Early Profile 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.

The main guidance for schools on assessment is set out in the QCA document 'A language in Common: Assessing English as an additional language' (2000) (ref: QCA/00/584), which states that as far as possible, pupils should be placed in groups according to their cognitive ability rather than their command of English. See the [EMTAS Position Statement on the placement of learners with EAL in groups, sets or streams](#) for further guidance on this.

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. As part of the Early Profiling from Hampshire EMTAS, students' English will be assessed using the DfE Proficiency Scale.

The Bell Foundation EAL Assessment Framework can be used to support school staff to make informed formative and summative assessment judgements about their EAL pupils and with tracking of these students' progress in their acquisition of English over time. This Framework is linked to the Proficiency Scale. The Framework may also be useful for next-steps target-setting for EAL students. Further information relating to the EAL Assessment Framework can be found in the [Hampshire EMTAS Position Statement](#). Also, see the [aide memoire from Hampshire EMTAS](#) for further support for schools to develop appropriate practice for all their learners of EAL.

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, e.g. dyslexia, Aspergers Syndrome
- 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.
- Try to teach beginners some useful basic phrases such as yes, no, miss/sir, thank you, please can I have...., I don't understand.
- 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). 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 home language equivalents of English words.
- 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](#).
- 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 home 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 than 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 it will enable them to playback 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.
- 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 speak 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 very 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. 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 – 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, e.g. 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.
- 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, e.g. 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, e.g. 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 emphasized and repeated language structures.
- 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 e.g. 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. They could include:

- 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.
- Making a dictionary:
 - Identifying keywords from each subject
 - School subjects, equipment (perhaps look at 1 subject per week)
 - 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 texts used in English lessons - read on to a tape for student. 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:
 - Choose age appropriate materials that appeal to the student's interests. Use magazines and newspapers as well as books.
 - Choose material with short texts and good visual support (non fiction may be more freely available)
 - 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.

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 e.g. 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 pupils - use them to demonstrate the activity/task
- simplified versions of key literacy texts, e.g. Pride & Prejudice, Romeo and Juliet.
- first language versions of key literacy texts – some texts are available in translation on the internet
- the internet e.g. first language versions of some key texts are available, subject content in first language, on-line bilingual dictionaries
- Online research – consider using simplified articles e.g. 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, e.g. 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. 0370 7794 222

www.hants.gov.uk/emtas

Resources from other organisations

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

BECTa

BECTa produced a number of ICT and Science information sheets in a variety of languages.

Website:

<https://webarchive.nationalarchives.gov.uk/20101102103654/http://www.becta.org.uk/>

Grant & Cutler Ltd

The [Grant & Cutler website](#) has a range of texts and bilingual dictionaries available to purchase in a wide variety of different languages.

55-57 Great Marlborough Street

London

W1V 2AY

Telephone: 020 7734 2012/9272

E-mail: postmaster@grant-c.demon.co.uk

Website: www.grant-c.demon.co.uk

Mantra Lingua

Dual language books, bilingual books, bilingual folktales and resources for bilingual children and parents and for the multi-lingual schools.

Telephone: 020 8445 5123

Email: info@mantralingua.com

Website: <https://uk.mantralingua.com/>

Portsmouth Ethnic Minority Achievement Service

Portsmouth EMAS has a multitude of classroom curriculum resources in different languages, including word mats and glossaries, posters, signs, letters home, advice and guidance for parents. They also have a library of bilingual literature and reference books available for schools to access.

Floor 1, Core 6, Civic Offices

Guildhall Square

Portsmouth

PO1 2AL

Telephone: 023 9273 3130

Website: <https://eal.portsmouth.gov.uk/>

The Rights and Diversity Education (RADE) Centre

The RADE Centre is a prime source of support for teachers keen to develop work in RRR (Rights, respect and responsibilities, which includes gender and disability), equalities, cultural diversity, race equality and the global dimension.

Resources include:

- Extensive range of teaching packs on all National Curriculum topics.
- Up-to-date collection of published reference material, especially books, posters and packs.
- Teaching materials for use at KS1 to KS4.
- Loan service from library of books.
- Loan of DVDs and videos.

RADE Centre
Falcon House
Monarch Way
Winchester
SO22 5PL

Email: rade.centre@hants.gov.uk

Phone: 01962 846745

Website: <https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/rade-centre>

Resources from other websites

www.dictionary.reference.com

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

www.bfinclusion.org.uk

Bilingual resources.

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

EMTAS 4 Success

<http://www.education-support.org.uk/teachers/ids/translated-letters-for-schools/>

Translated form letters

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.

<https://www.learntogether.org.uk/Topics/EqualityAndDiversity/Pages/Bilingual.aspx>

Subject resources in a range of different languages, including Arabic, Polish, Latvian and Russian.

Hampshire Ethnic Minority and Traveller Achievement Service: Guidance on Back-yearing (deceleration)

The phrase 'back-yearing' applies where students are placed in a year group lower than that of their chronological age. For example, a 16-year-old student should be placed in year 11 but will be deemed to be back-yearied if placed into year 10.

The particular needs of the individual student and how these will be best met must be at the very heart of any decision to back-year. When making the judgment, many factors must be considered including both short and long-term issues.

As the norm, EAL learners should be placed in a year group which reflects the student's age, with the individual needs of a student met by differentiating and adopting suitable support strategies in class. See the [Hampshire EMTAS guidance on deceleration for learners of EAL](#). Schools should access training from EMTAS with regards to effective classroom strategies to support New Arrivals.

It is only appropriate to consider back-yearing for a student where the student has had extremely limited experience of formal education and has limited literacy skills in both English and first language(s). Therefore, a student's Early Profile, which provides an assessment of their skills in both English and first language(s), should be taken into consideration during the decision-making process. Where a student is assessed as having limited literacy skills in English *and* in first language(s), it may still be more suitable to employ alternative strategies, such as delivering a focused literacy programme which would support a student to access the curriculum alongside peers of their own age. This should not be a long-term solution but a temporary measure to accelerate a student's progress in order for them to be able to access the mainstream curriculum. In any case, it would be recommended that where a student is back-yearied, it should still be part of a planned, flexible programme which would allow the student to join peers at a later date.

Additionally, a student's previous level of academic success is relevant as students who are highly literate in their first language may make rapid academic progress in their new school, regardless of their understanding in English. Cummins' 'Common Underlying Proficiency Theory' suggests that skills and metalinguistic knowledge acquired whilst learning one language transfer across to the learning of any additional language¹. Therefore, if a student has studied a particular subject in their first language and has acquired conceptual understanding as well as the necessary academic language, this knowledge can then be readily transferred into English.

Hampshire County Council has produced a list of questions to consider when deciding whether back-yearing is an appropriate course of action.

In considering deceleration (or acceleration) for any student, HCC advises that the following factors are taken into account:

- What objective evidence is available to justify any decision to decelerate the student concerned?

¹ Cummins, J. (1984) *Bilingualism and Special Education: Issues in Assessment and Pedagogy*, Clevedon, England: Multilingual Matters

- Does the proposed action respond to the educational needs of the student based on available evidence?
- Has the proposal the strong support of all parties with a legitimate interest in the student's education, including the student?
- Has it been clearly demonstrated that the educational progress which could reasonably be expected of the Hadadannot be achieved by remaining with his or her chronological year group?
- Would the student's physical, emotional and social development be seriously impaired if he or she was not placed in a different year group?
- Taking into account the student's age and chronological year group, is this proposal being put forward at the most appropriate time? (eg, is a potential school transfer involved?)

Source: HCC document: Guidance on the placement of children outside their chronological year group (2005)

Often, the decision to back-year a student is based on the premise that it would support them to achieve greater academic success. However, careful consideration should still be given to the possible impact on the student. The key measure is whether an additional year would make a marked difference to examination results. In very exceptional circumstances, beneficial decisions can be made to back-year students. For example, a student of Year 11 age with good literacy skills in their first language and aspirations to attend university in the U.K could be placed in Year 10, instead of Year 11, to allow additional time for their English language skills to develop and to give sufficient time for controlled assessments, where applicable, to be completed before attempting GCSEs.

However, in this example, students would not complete GCSE courses until the age of 17, which could have implications (with funding, for example) in itself. For example, a Hadadould decide to leave school when they reach the age of 16 at the end of Year 10 (and therefore not complete the course). Although some form of education must be completed up to the age of 19, a Hadadould still decide to leave school midway through a GCSE course and therefore not complete it. Again, alternatives should be considered. In examinations, a school can request modified language papers for a pupil where the questions are phrased using simplified language (the meaning of the questions stay the same and students are still expected to answer in the same way)². If a student arrives even later, for example into Year 11, links with colleges should be explored. This would enable students to more realistically complete relevant qualifications. For example, a Hadadould start a GCSE course in school and then complete this at college.

Example Provision:

A Late Arrival into Year 11 could complete a part time ESOL course at college and complete core subjects in school. This could involve doubling up core subjects so that the Late Arrival would attend for example, both year 10 and year 11 English classes. This would help the

² 'Access Arrangements, Reasonable Adjustments and Special Consideration' (with effect from 1st September 2014 to the 31st August 2015), Joint Council for Qualifications

student to complete any controlled assessments and would help to fill any gaps in content in a GCSE course.

Possible Timetable:

	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)

The social and emotional effects on the student should be taken into account in any decision to back-year. The physical and emotional maturity of the student should be carefully weighed up; the negative impact back-yearing may have on a student’s self-esteem could de-motivate them. The objective of the student achieving more highly academically could then be countered by their lack of motivation as their chronological peers would be a year ahead in school and would be experiencing different activities such as careers fairs etc. that the student would miss out on.

There is very little evidence of any long term benefit of back-yearing a pupil. Research suggests that effects including increased drop-out rates, poorer academic achievement, poorer self-esteem and lower rates of attendance are common with pupils who are back-yeared, as compared to pupils who are retained in the appropriate chronological year group. Westbury suggests that ‘students either show declines in achievement or perform no better after repeating a [year] than continuously promoted students’³ and therefore pupils who are back-yeared tend to show a significant disengagement.

If a pupil has a special educational need (pupils with EAL should not automatically be classed as SEND), then assessment by EMTAS should be used to inform any decision to back-year. See page 69 for information on the EMTAS SEND Phone Line.

An example of provision made for a student arriving at the end of Year 10 can be found on the subsequent pages.

It is also worth noting that Gypsy, Roma and Traveller students, who may have high levels of mobility, should not be back-yeared solely because of this reason. Decisions in respect of students who are refugees and/or asylum seekers need to be carefully considered, keeping in mind that they may have experienced significant trauma. Any decision by a school to back-year should be made in consultation with Hampshire EMTAS.

³ Westbury (1994), “The Effect of Elementary Grade Retention on subsequent school achievement and ability”. Canadian Journal of Education Vol. 19, No. 3, pp 241-250)

Case Study 1 – 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 would 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 would 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 44). 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

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 Hadadan 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.

Case Study 2 – Primary School Back-yearing

Student B was placed in a year group two years behind the age-appropriate chronological year group. This posed a series of problems for the student including matters relating to the curriculum, such as missing whole topics, and personal factors including demotivation and a decrease in self-confidence.

As every year of learning is different with new subject content taught in each year, the student was missing elements of the curriculum which would not be retaught if the student was to ever re-join their peers in the appropriate year group for their age. As this student was kept in the same year group for two consecutive years, the student had the same curriculum repeated year after year resulting in the student having gaps in skills and knowledge, both academic and social.

In addition, it is also very difficult for students to establish long standing relationships with their peers throughout school as there is the uncertainty of which year group they are to remain in but also, in particular with Student B, the level of learning and life skills constantly remained two years behind that of the student's chronological age group.

From the parents' perspective, the student's back-yearing was not questioned as the parents held the professional decision of the school in high regard.

At a personal level to the student, considerations should be made for how other students would perceive the back-yearing and how the impact this would have on the student being back-yearied, the impact on the student's self-confidence by being placed in a lower year group than the one for their chronological age and the consequent effects on the student's self-esteem and their sense of inadequacy.

Subsequently the leadership at the school changed. New leadership at the school saw a change in approach. By the school closely assessing the student's ability, and with an assessment of the student's ability in their first language by EMTAS, the school developed a clear sense of what the Hadadould actually achieve with appropriate intervention and support.

When the student was placed in the appropriate year group for their age, faster rates of progress were made. The school had higher expectations of the student in addition to having a better grasp of the student's needs and how to support those needs in the appropriate setting for the student's age. The school's emphasis was very much based on support and intervention.

The student's limited English was no longer seen as a barrier. Through appropriate support, the school facilitates a language rich environment with exposure to different types of talk and lots of rehearsal opportunities. As a result of these changes, the student was a lot happier, had more social interaction with peers and was able to access the appropriate curriculum for their age.

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.

Any decision must be taken in line with the individual student's preferences, balanced with their prior educational experiences and achievements.

Entry Level qualifications, such as an ESOL course, may help to provide students with the practical skills they need for work and to help with developing language skills to access future courses or alternative pathways. 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.

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 in the latter stages of acquiring cognitive language academic proficiency. 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.

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](#).

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 GCSEs often 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 pupils

Preparing students for the exam

Hampshire EMTAS offers the following services to support students taking heritage language GCSEs:

- 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

Further information on the support available from Hampshire EMTAS can be found [here](#), on the EMTAS 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 2020 to 31st August 2021. Within these regulations, there are some key points to consider for students for whom English is an Additional Language.

Bilingual translation dictionaries

Document: [Instructions for conducting examinations, Joint Council for Qualifications](#)

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' (section 14.3, page 25). The centre does not need to make an application for this or record the use of the dictionary.

The bilingual translation dictionary can be an electronic version or a hard copy paper version. However, monolingual dictionaries, 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 or clarification of words or phrases (section 14.5, page 26). 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' (section 14.17, page 27).

There are particular exams in which dictionaries must not be used in (section 14.3, page 25), including GCSEs in:

- English Language
- English Literature
- Geography
- History
- Religious studies

Extra time for using bilingual translation dictionaries

Document: [Access arrangements and reasonable adjustments, Joint Council for Qualifications](#)

Candidates who are allowed to use bilingual translation dictionaries may also be entitled to 10% extra time if they have been resident in the UK for less than three years at the time of the exam 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. e.g. 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 (section 5.18.6, page 68).

The SENCo 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 (section 5.18.1, page 67).

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).

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 for whom English is an Additional Language would benefit from the use of a modified language paper but it is likely that those candidates learning English as an Additional Language would find this helpful.

School Leaving Age

As students must stay in some form of education and training until the age of 19, Late Arrivals have a range of options:

- full-time education e.g. 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. 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.

Careers Guidance

Since 2012, schools have had a duty to secure access to independent and impartial careers guidance for pupils in years 9-11, under the Education Act 2011.

The Department for Education released statutory guidance, under section 45A of Part VII of the Education Act 1997, in March 2013 extending the duty to secure independent and impartial careers guidance for young people in schools, to those in pupils in year 8 (12-13 year olds) and years 12 and 13 (16-18 year olds). This will help support students to access information and advice from an earlier age, raising aspirations and improving motivation, and also supports the new requirement for all students to participate in education or training until the end of the academic year in which they turn 17 from 2013, and to their 18th birthday from 2015. Under section 68 of the Education and Skills Act 2008, local authorities retain their duty to enable and assist the participation of young people in education or training.

In addition, the Education and Skills Act 2008 places two new duties on local authorities from June 2013 in respect of 16-18 year olds in relation to the raising of the participation age:

- to promote the effective participation in education and training of young people covered by the duty to participate
- to have in place arrangements to identify those who are not participating.⁴

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

Independent careers guidance should be provided to students, regardless of how late they arrive into school. Careers guidance will help to determine the most suitable programme of study/vocational training for students.

The Department for Education states that 'Schools have a role to play in supporting their pupils to make well informed and realistic decisions by providing access to impartial and independent information and guidance about the range of education and training options that are most likely to help young people achieve their ambitions.'

Source: 'The duty to secure independent and impartial careers guidance for young people in schools' (2013) The Department for Education

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 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

4

<http://www.education.gov.uk/childrenandyoungpeople/youngpeople/participation/rpa/q00222993/stat-guide-young-people-edu-employ-train>

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.

Statutory guidance from the Department for Education (The duty to secure independent and impartial careers guidance for young people in schools) 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 are also expected to 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.

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.



Appendix A: Young Interpreter Scheme®

What is the scheme?

The Young Interpreter Scheme® provides additional support to pupils 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 pupils 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 pupil 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.

How can I train Young Interpreters at my school?

Hampshire EMTAS has published the *Young Interpreter Scheme Guidance* pack. The Primary pack includes training materials to use with pupils at Key Stage 1 or Key Stage 2 while the Secondary pack can be used with pupils at Key Stages 3 and 4. The pack includes all the materials you need to train your Young Interpreters together with a DVD, access to a Moodle account, half-termly newsletter, Twitter and Facebook Young Interpreter pages.

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 pupils new to English may be facing. There is guidance in the pack to support Young Interpreter coordinators when inviting pupils 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 pupils 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 in the *Young Interpreter Scheme Guidance*.

What do Young Interpreters do?

Bilingual pupils 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 pupil-friendly English where first language isn't shared by other pupils 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 in the *Young Interpreter Scheme Guidance*. Young Interpreters are trained and guided by a designated member of the school staff who can ensure pupils' 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. 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

Pupil 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 pupils 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 e.g. 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 pupils who are new to English are engaged during your lessons.

Appendix B: 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/carer/student with limited English;
- you would like to arrange a translation to be made, bearing in mind that translations require a great deal of specialist skill and are therefore time-consuming. (Letters/information which is standardised across a cluster/group of schools, or short, urgent notes or letters can often be translated free of charge.)
- you would like information on the countries of origin of your students, their customs or language.

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.

Language Phone Line details are on the [EMTAS website](#).

Note that the phone lines are available during term-time only.

Appendix C: 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
	GCSE 4-9 The Diploma Apprenticeships	2	Diploma 37+ credits
	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 D: 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

Appendix E: GCSEs available in first language

Below is a list of available qualifications (by examination board) which might be relevant for Late Arrivals.

OCR

GCSE:

Biblical Hebrew

Classical Greek

English

Gujarati

Latin

Persian

Portuguese

Turkish

AQA

AQA Certificate (IGCSE):

French

Spanish

German

Entry Level Certificate (ELC):

French, German, Italian, Chinese (Mandarin) and Spanish

Foundation Certificate of Secondary Education (FCSE)

French, German, Italian, Chinese (Mandarin) and Spanish

GCSE

Bengali

Chinese (Mandarin)

French

German

Hebrew (Modern)

Italian

Panjabi

Spanish

Urdu

Edexcel

Entry Level Certificate

French

German

Spanish

The Edexcel Certificate (International GCSE for UK schools)

French

German

Spanish

Chinese

GCSE

Arabic

Chinese

French

German

Modern Greek

Italian

Japanese

Russian

Spanish

Urdu

Cambridge IGCSE (International General Certificate of Secondary Education) Offers:

Afrikaans – First Language, Afrikaans – Second Language

Arabic - First Language, Arabic – Foreign Language

Bahasa Indonesia

Bangladesh Studies

Chinese (Mandarin) – Foreign Language, Chinese (Mandarin) – First Language

Czech – First Language

Dutch – First Language, Dutch – Foreign Language

English – First Language, English – Literature, English - Second Language

French – First Language, French – Foreign Language

German – First Language, German – Foreign Language

Greek – Foreign Language

Hindi as a Second Language

Indonesian – Foreign Language

IsiZulu as a Second Language

Italian – Foreign Language

Japanese – First Language, Japanese – Foreign Language

Kazakh as a Second Language

Korean (First Language)

Latin

Malay – Foreign Language

Pakistan Studies

Portuguese – First Language, Portuguese – Foreign Language

Russian – First Language

Spanish – First Language, Spanish – Foreign Language, Spanish – Literature

Thai – First Language

Turkish – First Language

Urdu as a Second Language

Cambridge International O Level Offers:

Arabic

Bangladesh Studies

Bengali

English Language

French

German

Hinduism

Islamic Religion and Culture

Islamiyat

Nepali

Pakistan Studies

Setswana

Sinhala

Spanish

Swahili

Tamil

Urdu – First Language, Urdu – Second Language

CCEA (Council for Curriculum, Examinations and Assessment)

English, English Language and English Literature

French

German

Irish

Spanish

WJEC

GCSE

French

German

Spanish

Welsh Language, Welsh Literature

Qualifications and Credit Framework (QCF)

French

German

Italian

Japanese

Mandarin

Russian

Spanish

Appendix F: DfE Proficiency Scale

Code	Description
A	New to English May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
B	Early acquisition May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
C	Developing competence May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
D	Competent Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.
E	Fluent Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.
N	Not yet assessed

Appendix G: Sample Early Profiling Report for a Late Arrival

Confidential

Hampshire Ethnic Minority and Traveller Achievement Service

Developing a Rights Respecting Service that advocates for the Rights of the Child

Profile Report For Secondary Phase

Please ensure this report is shared with all staff working with this student

This report collates information that has been provided by the student, parents/carers and school staff. It includes observations of the student made by EMTAS staff and recommendations for support strategies that match the needs identified at the time of writing.



Data Protection Statement

The information contained within this report is used in accordance with the Data Protection Act 2018.

EMTAS will compile statistics, or assist other organisations to do so, provided that no statistical information that would identify the student as an individual will be published. The information will be held securely, and in accordance with the retention schedule for documents including sensitive personal information.

This report collates information that has been provided by the student, parents/carers and school staff. It includes observations of the student made by EMTAS staff and recommendations for support strategies that match the needs identified at the time of writing.

Ethnic Minority and Traveller Achievement Service
Dame Mary Fagan House, Chineham Court, Lutyens Close, Basingstoke, RG24 8AG, Tel 0370 7794 222

Team Leader Michelle Nye, County Inspector/Advisor for the Inclusion Advisory Service

<https://www.hants.gov.uk/educationandlearning/emtas>

CONFIDENTIAL

Name **Hadad** L1 **Pashto** Yr Grp **9** DoB **08/05/2007** Gender **Male**
UPN **J7503143180124** Ethnic code **AOTH** EMTAS No **94251**

Context

Name of EMTAS staff **Specialist Teacher**
Email **emtas@hants.gov.uk**
Date of visit(s) **01/07/2020** **10/07/2020**
In-class support
Observation in lesson
1:1 assessment
Parents/Carer meeting at school phone call coffee event
unable to establish contact with parents/carers
Name of School **East Grove Secondary School** DfE number **8389**
Staff consulted **Rebecca Smith, Inclusion Manager**

Any concerns by current school Yes No

If yes, please give details

Hadad has settled in well to school. He is happy and has made some friends. He has been allocated buddies. He has a positive attitude towards his studies and is already making progress with his English. He knows what clubs are available for him to join if he chooses.

Family Background

Student

Date of arrival in the UK/UK born **22/05/2020** Asylum seeker
Date of admission **19/06/2020** Refugee

List countries student has lived in (<i>most recent first</i>)	From	To
Afghanistan	Birth	16/05/2020

Parents/Carer living with student

Name of parent/carers	Relationship to student	Country of Origin/L1	English spoken
Ariabood	Father	Afghanistan	Limited
Kashmala	Mother	Afghanistan	Limited

Siblings

Brother/Sister	Age	College/School/Pre-school/Other
Sister	25	Working and living in Southampton

Any additional comments

Hadad lives with his mother and father in Andover. His sister lives in Southampton and he sees her regularly.

CONFIDENTIAL

Name **Hadad** L1 **Pashto** Yr Grp **9** DoB **08/05/2007** Gender **Male**
 UPN **J7503143180124** Ethnic code **AOTH** EMTAS No **94251**

Additional Information

		Details
Student's religion declared?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Muslim
Any religious or cultural practices the student will be taking part in which may affect his/her learning? (eg fasting)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Hadad fasts for Ramadan. He will need somewhere he can withdraw to during lunch periods when other students are eating and he will need access to running water prior to prayer.
Eligible for free school meals? (ie in receipt of certain benefits, see free school meals)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Any health or dietary needs? Any allergies?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Halal only
Are parents aware about internet safety?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Any concerns by parents/carers, or any issues the school should be made aware of (eg worries, fears the student may have or any recent changes in the student's behaviour)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Is the student happy at their new school?	Yes <input type="checkbox"/> Yes most of the time <input checked="" type="checkbox"/> Starting to settle in <input type="checkbox"/> Still finds it very challenging <input type="checkbox"/>	Hadad says he is happy at his new school and that he is starting to settle in. However, he still finds it very challenging in terms of understanding what is said in lessons and school rules.
Student's interests, hobbies, skills; anything the student enjoys at home or at school		
<p>Hadad likes boxing and volleyball. Hadad excels at Maths. He says that he finds the Year 9 Maths very easy even though he is in the top set. Hadad does not like Art, although it is one of his options for next year. After discussion he decided to continue with Art as the other options available were subjects likely to be difficult for Hadad, e.g. History. He is happy with the rest of his timetable and options for next year (English, Maths, Science, I.T., Engineering, Construction, P.E. and Art).</p>		
Any additional comments		
<p>Hadad has expressed an interest in joining a local boxing club and would like to find information about clubs in the local Andover area.</p>		

CONFIDENTIAL

Name **Hadad** L1 **Pashto** Yr Grp **9** DoB **08/05/2007** Gender **Male**
UPN **J7503143180124** Ethnic code **AOTH** EMTAS No **94251**

Previous Education

No previous education

Hadad started school in Afghanistan when he was about 6-7 years old. He attended until he was 13 years old, reaching class 6. With the exception of Pashto, Lessons were taught in Dari, Hadad's second language. Hadad is stronger in Pashto orally but is stronger in Dari in reading and writing. Geography, History, Maths, Science, Pashto and drawing were taught. There were no I.T. lessons or computers. His school was open most of the time but there were occasional closures due to security or due to very hot weather in summer.

Country	School	Yr Grp	Age From/to	Languages used
Afghanistan	Primary School	Years 1 - 6	6-13 approx	Pashto and Dari

Did the student learn English before starting at current school?

Yes No (If yes, please give details below)

Were there any concerns raised by the previous school? Yes No

(If yes, please give details and state whether these have been resolved or need further action and whether there are reports available)

Has the student been identified by educational/health professionals as having any learning difficulties?

Yes No (If yes, please give details below)

Additional comments

Compulsory education in Afghanistan lasts from the age of 6 to 12. Primary education is for students aged between 6 and 13 and secondary education is for students aged between 13 and 16.

Languages used

(including English if appropriate)

Languages (Strongest first)	Listening	Speaking	Reading	Writing	Used with whom/in what context/ any other comments
Pashto	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Family
Dari	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Family
English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Limited

CONFIDENTIAL

Name **Hadad** L1 **Pashto** Yr Grp **9** DoB **08/05/2007** Gender **Male**
 UPN **J7503143180124** Ethnic code **AOTH** EMTAS No **94251**

Assessment of First Language Skills

Early Indication of Skills in English

First language	English
Listening Excellent <input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Basic <input type="checkbox"/>	Listening
<ul style="list-style-type: none"> • Hadad understands L1 well when he is listening to conversation. • When asked questions, Hadad tends to respond appropriately. At no point did Hadad need to ask questions to clarify anything said by the interpreter. • Hadad is able to ask questions to further the conversation in L1. • Hadad's listening skills are age-appropriate. 	<ul style="list-style-type: none"> • Hadad understands simple conversational English. • He is able to listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal clues. • With support, Hadad is able to listen to and respond appropriately to straightforward comments, questions or instructions addressed to him.
Speaking Excellent <input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Basic <input type="checkbox"/>	Speaking
<ul style="list-style-type: none"> • Hadad responds to questions appropriately with some need for prompting for further detail. He can be quite shy at times. • Hadad's pronunciation is clear and appropriate. • The structures of speech and vocabulary used by Hadad are appropriate and sufficient for his age. He does not appear to have many significant gaps in his range of vocabulary. • Hadad is able to speak about matters of immediate interest in L1 but he is also able to talk about more abstract concepts. • Hadad is able to use different tenses appropriately and there are no grammatical errors in his speech. 	<ul style="list-style-type: none"> • Hadad is sometimes able to respond appropriately in simple conversation. • His speech shows some control of English word order, but contains grammatical errors. • His pronunciation is generally intelligible.
Reading Excellent <input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Basic <input type="checkbox"/>	Reading
<ul style="list-style-type: none"> • Hadad reads Pashto fluently at a level that is average to above average for his age. His understanding of what he has read is good. • Hadad also reads Dari fluently. His reading in Dari is more developed than his reading in Pashto and is above average for his age. However, he prefers to read in Pashto where possible. 	<ul style="list-style-type: none"> • Hadad attempts to read simple texts independently. • His pronunciation is not always accurate as he still unsure about some letter-sound relationships in English. • With support, he can establish meaning when reading aloud. • He can answer simple questions about the text.
Writing (sample attached Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input checked="" type="checkbox"/> Fair <input type="checkbox"/> Basic <input type="checkbox"/>	Writing (sample attached Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>)

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Name **Hadad** L1 **Pashto** Yr Grp **9** DoB **08/05/2007** Gender **Male**
UPN **J7503143180124** Ethnic code **AOTH** EMTAS No **94251**

- | | |
|--|---|
| <ul style="list-style-type: none">• Hadad writes Pashto at an average level for his age. He made a few spelling errors in the piece that he wrote during the assessment and did not always use punctuation where it was needed.• Hadad also writes in Dari. His writing is more advanced in Dari as this is the language in which he was mainly taught in in Afghanistan. | <ul style="list-style-type: none">• He sometimes uses capital letters and full stops.• Hadad has some difficulties with spelling.• He tends to write in simple sentences with some limited ideas. |
|--|---|

Early indication of skills in English

An early indication, based on observations made by the EMTAS Bilingual Assistant and information provided by school-based staff, suggests this student appears to be working within **Band A** of the DfE Proficiency Scale.

Detailed observations of the student's use of English over time will enable a more accurate assessment to be made.

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For students in Years 9 – 11:

Are the student's GCSE options in place and understood? Yes No Not applicable

List of subjects to be taken for GCSE:

English, Maths, Science, I.T., Engineering, Construction, P.E. and Art.

Could the student be entered for GCSE Heritage Language in L1? Yes No Not available

Ambitions for further education/career if known

Hadad would like to be an engineer.

Please also see the EMTAS website for more guidance on how to support [Late-Arriving Students](#) as well as information on [Heritage Language GCSEs](#) and [GCSE Exam Concessions](#).

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Recommendations for Hadad

EMTAS Support required Yes No

Type of Support In class support

EMTAS Services

- Access [EMTAS training](#) for teachers and whole school staff. Much of our training is free to Hampshire maintained schools, can take place in your school and can be adapted to your needs. Contact [Sarah Coles](#) to discuss your training requirements and to book a session.
- Visit our [website](#) for more information on how to support EAL learners and how to access our full range of services including the [EMTAS Young Interpreter Scheme](#), [Phone lines in different languages](#), [EAL/SEN advice](#), [e-learning](#), [coffee events and borrowing dual language resources](#).
- Further guidance on various aspects of EAL good practice can be found in the [EMTAS Guidance Library](#).

Academic

- Allow students time to observe, listen and tune into the language – remember that it is tiring and that it takes time to process information in a new language.
- Homework should always be given to new arrivals if other students receive it, even though there may need to be differentiation in terms of tasks set.
- Access to a computer/tablet/smartphone in all lessons would be useful for online translation especially for single words and/or short phrases eg, lesson objectives.
- Provide as much visual support as possible – objects, pictures, non verbal gestures, facial expressions.
- Allow the student enough time for listening/processing/rehearsing language before being expected to respond.
- 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.
- Highlight keywords and phrases in instructions and information for practical activities and/or give written lists of new subject specific vocabulary for translating and learning at home.
- Give clear, concise instructions, accompanied by visuals, gestures and demonstration where possible.
- Where possible, model expected outcomes for the student.
- 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 new arrivals as the educational system in many countries is more formal than in the UK. Scaffold group

Ethnic Minority and Traveller Achievement Service, Dame Mary Fagan House, Chineham Court, Lutyens Close, Basingstoke, RG24 8AG, Tel: 0370 7794 222 <https://www.hants.gov.uk/educationandlearning/emtas>

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activities wherever possible and carefully consider the grouping of students.

- Regularly observe and record student's developing use of English – including non verbal gestures, switching from one language to another. This should be done using an EAL specific scale such as the [Bell foundation EAL assessment framework](#).
- Reinforce verbal explanations by repeating in different ways eg, provide a written explanation, demonstrate tasks, ask other students to repeat back to you.
- Ask closed questions initially in order to involve the student in lessons.
- Provide as many opportunities as possible for the bilingual student to engage in collaborative activities with their peers where talk is a central part of the activity.
- Writing frames such as partially completed grids, charts or sentences are very useful in supporting the writing task, or provide pictures for story planning.
- Explore the possibility of a college ESOL course for Hadad depending on his timetable.

Social/Cultural

- Find opportunities to boost self confidence eg, using student's strengths in PE, art etc.
- Enable a 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 the task
 - scribing or modelling how to record in writing any written response
- Provide information on locally available leisure activities that the new student may wish to attend after school, eg youth club, football training.
- Share information relating to religious practices with staff. Information leaflets are available on the EMTAS website.

Parental Engagement

- Establish a home/school liaison link with one named teacher/support staff member to liaise at regular intervals (for example Friday afternoons), on behalf of colleagues.
- Send home some information key words/books/worksheets/weblinks relating to subject topics so that these can be discussed/looked at/read by students and parents prior to studying them at school.

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Preliminary assessment of skills in English

If the pupil is receiving EMTAS in-class support, evidence will be gathered of this student's skills in English in Listening, Speaking, Reading & Viewing and Writing during profiling and support. This will be done in liaison with subject teachers, the EAL Coordinator and any additional adults who work with the child. Observations will be collected in the EMTAS Communication Folder.

At the end of profiling and support, a best-fit baseline will be established based on the observations collected through the period of support and using the [Bell Foundation EAL Assessment Framework](#).

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DfE Proficiency Scale for early indication of a pupil's skills in English only (not suitable for tracking progress)

Code	Description
A	New to English May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
B	Early acquisition May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
C	Developing competence May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
D	Competent Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.
E	Fluent Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.
N	Not yet assessed

To access the full Bell Foundation EAL Assessment Framework used to assess this student's skills in English, click [here](#).

Appendix H - Hampshire Ethnic Minority and Traveller Achievement Service SEND Phone Line

EAL/SEND PHONE LINE

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

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

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 pupils causing concern.

To speak with one of our EMTAS Specialist Teacher Advisers please call **0370 7794 222** 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 information, guidance and resources can be found [on our website](#)

Appendix I: The Hampshire New Arrival Ambassador Scheme

Hampshire new arrival ambassador scheme trains groups of pupils 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 pupils 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](http://www.hants.gov.uk/emtas), see the Hampshire EMTAS website:
www.hants.gov.uk/emtas.