



Induction and Inclusion for EAL Students

Prior to starting at Ruskin Community High School:

- Cheshire East Council will issue parents with an admission date.
- A preliminary meeting will be arranged, where possible, between parents, family friend, interpreter, student, SENCO and identified staff as appropriate.
- Request will be made for passport or Home Office letter.
- Information about previous school experience will be collected so that relevant information can be disseminated to teaching staff.
- School will ascertain parents' aspirations for their child.
- School will explain school routine, systems and procedure and will issue a Prospectus.
- A copy of A Guide for Parents will be issued.
- The students will be allocated a form tutor and teaching group.
- Dinner staff will be made aware of any dietary requirements.
- Students will be placed in a teaching group of peers of similar ability with where possible a student with the same language for the initial induction. The students are encouraged with their acquisition of English and to continue to develop their first language.
- YAM and SENCO will have contact with students and will support them in acclimatising to a new culture which will support their language development.
- Peer group support/buddy system will be provided on a rota basis to show new students around the school and provide information about the school day.
- Whenever possible, students will be offered opportunities to maintain friendships with speakers of the same language.
- Students will be involved in mainstream lessons. Withdrawal for specific EAL lessons may be used to teach language for survival in a secondary school and to develop work undertaken in other lessons.

All staff have been made aware of the need to:

- Respond sensitively to individual student cultural and language needs and experiences.
- Respect the fact that students may require a silent period initially when they listen to and absorb the language of a new environment. Students will be actively encouraged to be involved but no pressure will be placed upon them to produce language.
- Offer students the strategies necessary to use English – both written and spoken in a supportive environment.
- Cater for student's EAL needs by being aware of appropriate and inclusive teaching approaches and strategies.