

## INTERNATIONAL NEW ARRIVALS ADMISSION AND INDUCTION GUIDANCE FOLLOWING THE PAWS MODEL [Bell Foundation]

### PAWS 1 - PREPARE:

#### Information Obtained from Parents:

- Home languages, including proficiency of written and spoken forms.
- Educational background (years in school, significant gaps, strengths, levels of attainment, SEN etc)
- Religion/ethnicity/refugee origin
- Dietary restrictions
- Access to community schools

#### Information Imparted to Parents/carers:

- Ensure School induction pack is talked through and understood by student and parents
- Provide pictures/photographs of uniform/dress requirements and details of suppliers
- Discuss lunch arrangements, school timetable
- Inform parents about English school system including yearly progression, teaching styles and classroom ethos – [see Bell Foundation booklets in different languages.](#)
- If the child is in upper KS2 support parents with transition e.g. application for secondary placement, preferences etc.
- Discuss disciplinary code
- Homework policy
- Give family a tour around the school supported with visuals e.g. colour coded map.
- Give a named key contact (SLT member) and discuss best means of communication (verbal, written – text messages, emails etc.)



#### ALLOCATION TO CLASS & GROUPING:

- Consider placing the pupil with peers who share the same language. Review frequently.
- Place pupil in middle ability settings (do *not* automatically put in lower ability/SEN groupings)
- Seat the pupil with fluent English speaker to provide good language models
- Prepare tutor group for the new arrival
- Identify and brief willing 'buddies' and give buddies some 'training' on how to support.

#### PAWS 2 – ALERT:

- Ensure that relevant information has been distributed to all appropriate staff
- Consideration is given to past educational experience, assumptions and expectations
- Home-school communication plan agreed and known by appropriate staff members e.g. named contact/ SLT member.

#### PAWS 3 – WELCOMING ENVIRONMENT:

- Introduce the pupil sensitively to tutor group
- Establish a 'buddy' system for different subject lessons
- Show pupils their home language is valued and encourage its use

- Teach English first language peers a few phrases in the pupil's home language
- Show the pupil around the school again – make sure they know where the toilets, office and water supply are
- If appropriate, plan for short withdrawal sessions.
- Supply the pupil with basic survival English, perhaps through the use of picture cards, communication fans, digital technologies etc.
- Sit pupil close to the teacher and board
- Display and use bilingual resources

#### MAKE OPPORTUNITIES FOR THE PUPIL TO:

- be practically involved in the classroom, e.g. give out books with partner, share errands
- feel included through the planning of activities which rely on receptive understanding with visuals (action games, practical activities etc.)
- use their home language through discussion with same language peers or in writing
- hear good models of English from peers
- see good model of behaviour from peers
- identify their culture within areas of the school
- have time out if tired / stressed
- learn key words and phrases (without pressurising pupil to talk)
- take part in activities they enjoy
- interact with model English speaking peers using simple language games, e.g. track games

#### Note that:

- The pupil may remain silent for some time
- The pupil may get tired very quickly
- The pupil will respond slower to instructions

## INTERNATIONAL NEW ARRIVALS ADMISSION AND INDUCTION GUIDANCE FOLLOWING THE PAWS MODEL [Bell Foundation]

- Frustration may lead to unsettled behaviour
- Pupils can become distressed by not being able to take part
- As well as learning a new language, the pupil is also coping with a new culture and environment and may be missing family and friends

### PAWS 4 - SUPPORT:

#### AS THE PUPIL BEGINS TO SETTLE IN:

##### Planning:

- key language needed for the pupil to access the lesson and make reference throughout the lesson
- Pre-teach key language
- Plan for the use of key visuals/diagrammatical representations
- Have a wipe-board and pen handy in lessons to quickly draw, write key words
- Have high expectations and not automatically place in lower ability groupings for all subjects
- Provide opportunities for the pupil to record work in a non-written form
- Encourage the use of the pupil's home language(s)
- Provide access to audio/visual and computer equipment to provide natural

repetition of task and content and develop independence

- Plan for small group and pair work involving simple speaking activities (barrier games, etc)
- Identify the language structures you want the pupil to use as well as any new vocabulary, e.g. *they are all blue / these are all triangles.*

##### MONITOR AND OBSERVE:

- Non-verbal behaviour
- Integration and involvement with peers
- Attendance
- Responses to adults
- Parental contact
- In-class activities

##### PARENTAL SUPPORT:

- Maintain regular contact with parents
- Include parents in school life
- Encourage use of home language to support school work e.g. finding first language equivalents to key words and structures needed for lessons.
- Differentiated homework tasks

##### COMMUNICATION:

- Speak clearly and repeat key words and phrases
- Do not over-correct developing English
- Provide good role models of both social and formal English language through placement of the pupil within the class
- Where possible, translate instructions/key vocabulary etc, into first language (visual/audio bilingual dictionaries on the web)
- Give the child a glossary book where they can record new vocabulary in English with an explanation in their home language
- Continue to encourage the use of home language with peers and through written form.



For further intervention strategies see Strategies Booklet for Key Stages One & Two