Supporting Staff

1) Identify CPD needs

Additional CPD in low confidence areas may ensure staff build on their knowledge, increase cultural awareness, develop practical strategies and enable staff to create an inclusive and effective/supportive learning environment for new arrivals to thrive.

2) Translation Support

Confident use of translation may enable staff to share important communication, understand needs and involve parents un the learning process. This approach supports overcoming language barriers, ensuring clear communication and building trust between teaching staff and INA families.

3) Prepare resources for pupils' first days

Resources such as visual timetables, welcome packs, communication fans may provide clarity, build pupil's confidence and enable them to engage more effective in the new learning environment from the start.

4) Share information to relevant staff

Having information about INA pupils may help staff to create a welcoming environment, build positive relationships, plan inclusive lessons, respond to individual needs and provide appropriate support to new arrivals.

5) EAL Policies

It is important for INA pupils to have support from a key adult in school to help them feel safe, welcomed and understood during their transition into school. A key adult may also ensure that any needs are identified and addressed appropriately, supporting the wellbeing and inclusion of new arrivals.

6) Maintain communication with EAL team

Give staff the opportunity to review INAs progress, identify any emerging needs and adjust support, if necessary. If pupils are withdrawn for separate EAL classes, ensure class based staff have the information about what they are doing and any strategies that wold help them in class.

7) Assign Key Adult

It is important for INA pupils to have support from a key adult in school to help them feel safe, welcomed and understood during their transition into school. A key adult may also ensure that any needs are identified and addressed appropriately, supporting the wellbeing and inclusion of new arrivals.

8) Have a support plan in place

A support plan may ensure new arrivals' academic, social and emotional needs are met. These include check ins, buddy system in place, learning support and pastoral support.

9)Share information with parents

Directing parents to website for information may ensure families stay informed, engaged and involved in their children's education, creating a strong home-school communication and support.

10) Establish pathway for sharing information amongst staff

A clear system may help staff stay informed about newly arrived pupils' needs, know what support is needed, establish consistent communication across the school to ensure successful outcomes for new arrivals.