

# FAQs and best practice guidance

## Preparation and arrival

### Parents

FAQs	Best Practice
Admissions form, check what languages are spoken at home and whether interpretation is needed. Check if there is anyone who reads English at home	Admission forms should be simple, clear and preferably accessible in multiple languages. Providing translated forms or access to interpreters may not only ensure that families have the correct information but also creates a welcoming and inclusive first impression during the enrolment process.
How would parents prefer to communicate with school? (e.g. email, in person etc.)	Knowing how newly INA parents prefer to communicate allows parents to obtain clear and accessible information which may increase engagement, reduce misunderstandings and show families that their voice are valued.
Have parents been provided with a tour of the school?	Offering school tour support families to familiarise with the school and routines, which may help families feel welcomed, more comfortable and ease feelings of uncertainty. It also provides an opportunity to introduce families to key staff, explain important procedures and begin to build relationships.
Do the family have access to technology that they can use to translate?	It is important to know whether families have access to technology they can use for translation, as this impacts their ability to understand communication with school and support their children's education. By doing this, schools are able to provide appropriate support (e.g. printed materials in home languages, interpreting services)
Have parents been provided with information about school?	Providing clear, accessible information about school including school policies, schedules, transportation, meals and expectations may support a smooth transition, increase families engagement and ensure they feel informed, welcomed and confident supporting their child's learning.
Have parents been provided with information about the English school system?	Many INA families may be unfamiliar with curriculum structure, assessments, year groups and school expectations. Ensuring families receive information about the English education system may provide clear explanation on how schools operate, reduce misunderstandings, build trust and allow parents to confidently participate in their children's education.

Have parents been provided with information about local area, how to access services (e.g. GP, dentist, transport, library)?	Providing information about the local area and how to access services is a crucial best practice that support INA families successful settlement and wellbeing. Newly arrived families may be unfamiliar with local services such as healthcare, housing, transportation, library and community support organisations. By offering this information, school may help families navigate and integrate in their new environment more confidently, strengthen their connection to the wider communicate and reduce isolation.
Can parents access school information on the website? Is this information translatable?	Access to school information on the website supports parents to understand the school system and stay informed about important dates and policies. Multilingual translation may facilitate a smoother transition, increase parental involvement and enable all families to equal access to school information.
Do they have any same language support in the community to help with translating?	Same-language support helps INA parents to overcome language barriers, allowing them to understand important school and community information. This may also support inclusion, communication and a sense of belonging in their new environment.
Is there a routine of mechanism to help parents to reach out to other INA families?	Establishing a mechanism for INA parents to connect with other families allows them to create a support network where they can share experiences, advice and cultural understanding. This is also a way to promote well-being and help families navigate the school system and community more confidently.

## Pupil

<b>FAQs</b>	<b>Best Practice</b>
What is the pupils first language?	Understanding INA pupil's first language is essential for supporting their learning and integration. It helps teachers working with the pupil to assess language needs, plan appropriate support and effective communication. It also shows acknowledgement for pupil's cultural identity which may also build a strong foundation for teacher-pupil relationship.

What languages do they speak/read/write?	Knowing the languages INA pupils speak/read/write is essential for providing appropriate language support and create an inclusive learning environment. It helps teachers to plan tailored learning support, value pupils' linguistic background and support their academic and social integration.
Have they accessed any English lessons?	Knowing if INA pupils gave had access to English in the past is important for planning appropriate language support. It helps teachers understanding pupil's level of English, plan learning strategies and set achievable goals, ensuring a smoother transition and academic progress.
Were there any concerns about their language development in their home language?	Early awareness of first language concerns or difficulties helps school provide support and avoid misinterpreting language challenges as learning difficulties. It ensures a more accurate assessment of pupils' needs and promotes positive outcomes both academically and socially.
What are the pupil's likes/dislikes?	Knowing likes and dislikes allows relevant staff to connect with new arrivals through their interests and make learning, building positive relationships, creating a welcoming environment and supporting emotion well-being.
What are the pupil's favourite subjects? Any subject they need help with?	This helps teachers tailor support, build on new arrival's and address any learning gaps effectively.
Does the pupil have an initial timetable?	Providing new arrivals with an initial timetable may give them a sense of routine and predictivity, helping them understand and adapt to the structure of the school day which may reduce any anxiety and support a smoother transition into school.
Has the pupil been provided with a tour of the school?	A school tour may help new arrivals become more comfortable and familiar with the new school environment, including key areas such as classroom, toilets, cafeteria, office, staff room.
Has the pupil met their buddy?	Meeting buddies may help new arrivals to feel more welcomed and supported when they first arrive in school. Buddies can guide new arrivals through daily routines, explain school rules

	and offer friendship which may promote a sense of belonging and social integration from the start.
Do pupils have access to key visuals to help them to understand the basic routines?	Key visuals may help new arrivals to understand basic routines, especially when there are language barriers. Visuals may help new arrivals to reduce confusion, boost confidence and make the school environment more accessible.
Do pupils have access to tech to support with translation/basic communication?	Translation support may help bridge language gaps, allowing new arrivals to have a better understanding of instructions, access learning resources and communicate with their teachers and peers. It may not only support academic success but also promote inclusion and help new arrivals become more confident as they adjust to a new language.

## Staff

<b>FAQs</b>	<b>Best Practice</b>
Do the relevant staff received information about new arrival?	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.
Has a buddy been assigned for class and break times?	Meeting buddies may help new arrivals to feel more welcomed and supported when they first arrive in school. Buddies can guide new arrivals through daily routines, explain school rules and offer friendship which may promote a sense of belonging and social integration from the start.
Has a support plan been put in place for new arrival? (e.g. check ins different part of the day, pastoral support)	A support plan may ensure new arrivals' academic, social and emotional needs are met. It may help staff to address any language barriers, learning gaps, cultural differences and maximise new arrivals potential for success.
Have the relevant staff working with the pupil prepared resources for their first few days? (e.g. communication fans, translation support, visual timetable, visuals to support communication)	Resources such as visual timetables, welcome packs, communication fans may provide clarity, build pupil's confidence and enable them to engage more effectively in the new learning environment from the start.
Have staff read the new arrivals policy?	It is important that teaching staff are aware of new arrivals policy to ensure they understand procedures, expectations and best practices and provide support when welcoming an INA pupil settling in school.

<p>Are staff aware of how to direct parents to website for information including important dates, term syllabus?</p>	<p>Being aware of how to direct 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.</p>
<p>Are staff confident using translation to support children and families?</p>	<p>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.</p>
<p>Have class-based staff have the opportunity to ask to questions/seek additional support or clarification?</p>	<p>Accessing guidance, training or advice ensures staff feel supported, stay informed about best practices and increase confidence when dealing with challenges which leads to more consistent, inclusive and effective support to new arrivals.</p>
<p>Have class-based staff been given some practical suggestions/ideas to help them to meet the needs of the new pupil (not generic INA information, but information curated to this specific pupil's needs based in the induction information?</p>	<p>To effectively support international new arrival (INA) families, it is essential that class-based staff receive tailored, pupil-specific guidance derived from the induction process. Rather than relying on generic INA strategies, staff should be provided with practical, actionable suggestions that reflect the individual pupil's background, language proficiency, prior educational experiences, and any social or emotional needs identified during induction. This might include differentiated classroom strategies, culturally responsive resources, and communication tips that align with the pupil's strengths and challenges. Regular check-ins and collaborative planning with EAL or pastoral leads can further ensure that support remains responsive and relevant.</p>
<p>Is there an established pathway for sharing information in a standardised way?</p>	<p>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.</p>
<p>Has a plan for how staff will communicate with parents and the pupil been developed?</p>	<p>A structured communication plan may support staff overcome language and cultural barriers, ensure consistent information sharing and encourage parental participation in their children's education.</p>
<p>Have class-based staff been asked if they feel confident to meet the pupils needs/whether they might need any additional CPD in the area?</p>	<p>Identifying CPD needs will support staff build confidence, improve cultural awareness and skill them with effective strategies for inclusion, communication and language support to facilitate successful transition of new arrivals.</p>

Has a date been set and key members of staff identified for a check-in meeting?	Scheduled check ins ensure ongoing support, provide opportunities to address needs and show that pupil and families are valued and supported. This helps staff monitor well-being, maintain parents informed of academic progress or concerns and promote an inclusive and supportive experience to pupils and families.
Has a key contact in school been identified for the pupil and for their family (this may be the same of different adults in school?)	Identifying a key contact in school is essential for building trust, ensuring clear communication, providing consistent support and helping families feel welcomed and well informed.
Have staff been offered any additional CPD in areas identified as being low confidence areas?	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.
Do staff have copies of all of the relevant policies and protocols, e.g. EAL assessment frameworks etc.	Policies and protocols may support start meeting educational requirements, identifying needs, planning support and promoting best practice for inclusion, safeguarding and academic progress.
Do staff have access to relevant technology/resources, and do they know where/how to access these?	Confident use of technology may help staff address language barriers, enable effective communication, plan personalised support when welcoming newly arrived pupils.
Has a check in date been arranged for staff to come back to the EAL of SLT teams with questions after the first 4 weeks.	This approach is important as it gives the staff the opportunity to review INAs progress, identify any emerging needs and adjust support, if necessary, in order to ensure INAs are settling and succeeding both academically and socially in their new school.

## After 4 weeks

### Parents

FAQs	Best Practice
Have parents had a check-in meeting with school?	Checking in with parents may help identify any early challenges, clarify school processes and strengthen the family's sense of belonging. This supports families' transition, build on school-family communication and ensure they are settling in well.

<p>Have parents accessed support from the key adult in school?</p>	<p>It may be beneficial for parents to have a consistent point of contact to help parents navigate the school system, access resources and check if they have any questions and understand expectations. This approach may ensure that parents are integrating well into the school community and further build parent-school relationship.</p>
<p>Do parents understand the roles of the key adults and what they can help them with? (especially nurture or pastoral teams)</p>	<p>Understanding who does what helps parents feel more confident and connected with the school community. It also gives them the opportunity to communicate any concerns, access the right help for the children and effectively engage in their children's progress.</p>
<p>Do parents have any questions or concerns relating to pedagogy?</p>	<p>As educational approaches can significantly vary across cultures; by inviting questions, schools create a space for understanding and trust which support parents feel included and respected. It also ensures that any misunderstandings about curriculum, teaching style, assessment and expectations are address at an early stage, preventing misunderstanding or disengagement.</p>
<p>Have medium- and longer-term plans for support developed and shared?</p>	<p>A medium/longer term plan may help parents understand what their child is learning, how progress is being monitored and what support is available and in place. This will ensure parents are kept informed and involved, and that their child's needs are addressed in a coordinated way.</p>
<p>Are there any community resources/groups that families might want to access and sign post? (e.g. any ongoing unmet needs for the family, e.g. dentist enrolment/ cultural connections etc.)</p>	<p>Community groups help parents build connections, reduce isolation and share experiences in others in similar situations. Families may also want to access resources related to language learning, employment, cultural orientation - by helping parents access these networks, schools promote inclusion, wellbeing and stronger community ties.</p>
<p>Has school discussed any culturally significant events/actions. Have parents been asked parents if they would like to be involved in any kind of cultural celebrations in school?</p>	<p>Discussing any culturally significant events promotes inclusion, values diversity and helps build a sense of belonging. Having parents' involvement may enrich the school community, strengthen parent-school relationship and show respect for the families' background.</p>
<p>Do parents have access to anti-bullying and anti-racist policies? Are they aware of the processes if they have these negative experiences?</p>	<p>Clear access to these policies reassures families that discrimination and harmful behaviour are not tolerated and helps them know how to report any concerns. It also builds trust, promotes transparency and ensure parents are aware of how these issues are address.</p>

Have parents been offered/signposted to EAL classes if wanted/needed?	Offering EAL classes support parents develop their language skills which may increase independence and empower parents to engage in school life and the wider community.
Has there been any difficulties with communication, either experienced by the school staff or the families?	Language barriers or unfamiliarity with school systems may lead to confusion and disengagement. Proactively identifying and addressing difficulties with communication helps build trust, promotes inclusion and ensure families receive the right support.
Have parents been able to access the information from school? Do they have any preferences, e.g. in a format they can run through google translate?	This may help schools identify gaps, offer translated materials or alternative ways of communication, ensuring parents feel confident navigating school systems, are fully informed and able to support their children's education.
Do parents feel they have an open line of communication with school staff? Have there been any difficulties?	Language barriers, unfamiliar system or cultural differences can lead to confusion or misunderstanding - by actively asking about communication challenges, school can identify and address any issues early, such as the need for translation support or clearer communication methods, creating a more inclusive and supportive environment where parents feel heard and able to fully engage with school.

## Pupil

<b>FAQs</b>	<b>Best Practice</b>
Have pupils accessed support from their 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 assist new arrivals navigate the school environment, adjust to new routines and access learning more confidently. This will also ensure that any needs are identified and addressed appropriately, supporting the wellbeing and inclusion of new arrivals.
Do pupils understand the roles of all of the staff in school?	Understanding staff roles may provide a sense of safety and belonging and helps reduce confusion and anxiety that pupils may face in a new environment. It will also help pupils feel more independent and able to navigate school life with confidence.

Check in on buddy systems are both the buddy and the INA pupil happy?	Buddy system check in allows staff to identify any issues including misunderstanding and mismatches, and make adjustments if needed. This will also ensure that both the new arrival and the buddy feel valued, supported and confident in their roles, creating a safe and inclusive environment.
Do pupils feel confident in approaching their key adult if there are any difficulties?	It is important to check that INA pupils feel confident approaching their key adult as this ensures they have a trusted support person they can rely on. Staff may want to check in regularly to reinforce that support is available, build trust and create a safe space for pupils to express any concerns.
Do pupils have access to any peers who speak the same home language as them?	This connection provides comfort, reassurance and a sense of belonging in the new school environment. It can also act as a bridge to engage more in the school life, build confidence and promote inclusion and positive peer relationships.
Do pupils feel included in the class and wider school community?	Inclusion helps pupils feel valued and accepted, reducing feelings of isolation or anxiety that may come with adjusting to a new environment. When pupils are actively included, they are more likely to engage in learning, build friendships and develop positive attitudes towards school.
Are there activities that the pupil enjoyed prior to coming to England that school staff can help to access not they have settled in England?	Engaging in familiar hobbies and interests helps pupils retain a sense of identity, increase their confidence and provide a positive outlet for expression. It also gives them the opportunity to connect with other peers through shared interests, promoting inclusion and social integration.
Do pupils have access to opportunities to play with peers in a less structured setting?	Engaging in a more informal way allow pupils to naturally interact with their peers and build relationships. It also reduces pressure, helps pupils feel more relaxed and provides opportunities for pupils to observe and participate in everyday social situations, which supports cultural integration.

## Staff

FAQs	Best Practice
Have staff had a check in meeting with EAL team?	A check in meeting helps staff understand pupils' language needs, cultural background and specific challenges they may have faced. It also allows them to review the support plan, check that resources are being used effectively and identify any additional support to ensure the right support is in place from the first few weeks.
Have staff been offered any additional CPD in evolving	Providing this support ensures staff are equipped to meet the needs of new arrivals effectively, boost confidence, promote

areas identified as being low confidence areas? (areas identified by staff after the 4 week period, rather than off the shelf training packages)	best practices and provide a more welcoming and supportive classroom environment.
Have staff identified school systems, e.g. assessment are and are not appropriate for the INA pupils?	Some standard systems may not consider language barriers cultural differences or the emotional impact of recent relocation. Understanding what may needs to be adapted promotes fair expectations and enables INA children to settle, feel safe and gradually engage with their learning at their own pace.
Have resources especially tech, been easy to access? Is there any trouble shooting that EAL staff can support with.	Ensuring staff can access and confidently use these resources enables them to meet pupils' needs more effectively and create a more supportive and engaging environment where pupils can thrive.
Have medium- and longer-term plans for support developed and shared?	A medium/longer term plan may help monitor language development, academic progress and social integration. Sharing the plan with relevant staff ensures consistent, targeted support beyond the initial settling-in period.
Have staff checked that pupils feel included/there are no tensions between the INA pupil and other pupils in the school?	Actively monitoring inclusion and peers relationships helps staff identify and address issues such as exclusion, bias and misunderstandings in school. It also ensure a safe, welcoming environment as well as promotes meaning integration and friendships, which are essential for both social and academic success.
Have staff shared not only the curriculum content but also pedagogy, (e.g. different books for each subject, frequency of homework, expectations on parents etc)?	Sharing curriculum content and pedagogy helps bridge cultural and educational differences, supporting parents understand what and how their child is learning in school. This also ensure parents feel included, informed and better able to support their child's academic progress and learning at home.
Has there been any difficulties with communication, either experienced by the school staff or the families?	Language barriers or unfamiliarity with school systems may lead to confusion and disengagement. Proactively identifying and addressing difficulties with communication helps build trust, promotes inclusion and ensure families receive the right support.
Do staff feel confident communication with pupils and parents? Do they have enough information about parental English language skills and communication	Effective communication is crucial to build trust, understand needs and support successful transition and settlement of families. Ensuring staff feel supported communicating with parents empowers them to build strong relationships, provide clear guidance and create an inclusive environment.

preferences? Have there been any difficulties?	Confident communication helps families feel welcomed and heard, resulting in a stronger parent-school relationship.
Have staff started to make observations towards the English language competencies assessment, e.g. using the Bell Foundation.	This will allow staff to accurately understand, and pupils' starting point and begin monitoring their language development. Observations will also ensure progress is tracked, adjustment are made as needed, and pupils are supported to access the curriculum effectively. If pupils are not speaking yet, staff may employ watchful waiting strategies.

## After 4 months

### Pupils

FAQs	Best Practice
Are EAL pupils being supported to access the curriculum?	While students may begin to pick up conversational English within a few months, academic language takes much longer to develop. Continuing targeted language support within and beyond the classroom ensures that pupils can access the curriculum meaningfully. Embedding language scaffolds in lessons and using visual aids helps bridge the gap between understanding and expression, allowing students to grow in confidence and competence. Ensuring ongoing access to translation technology supports with translanguaging however its important school have an awareness of how accessible the translation technology is to pupils with home languages that do not use Latin script, for example how using tablets/iPad where different keyboards can be selected would be more useful than translating on a laptop with a fixed Latin script keyboard.
Are pupils continuing to build positive relationships and engaging with peers in less formal settings?	Encouraging participation in extracurricular activities can help INA pupils build friendships and explore interests beyond the classroom and buddy systems. These informal settings often provide a more relaxed space to practice language and develop confidence, contributing to a more holistic sense of inclusion.
Are pupils aware of what ongoing pastoral support is available to them?	Even after settling in, INA pupils may still need to access pastoral support. Regular check-ins with a key adult provide a safe space to express concerns, feel supported and reinforces the message that their wellbeing matters. Difference in their previous educational experiences may mean it's important to

	explicitly sharing the nurturing approach of the English school system so they have an ongoing awareness of where they can access support.
Are the needs and views of pupils being monitored holistically?	As pupils settle in, their needs evolve. Developing or updating individual support plans such as pupil profiles ensures that interventions remain relevant and targeted. These plans can also act as a holistic assessment tool to coordinate support across staff and track progress over time.

## Parents

FAQs	Best Practice
Do parents have access to English Language courses/parent coffee mornings?	Bringing parents into school for sessions where they can learn skills, gather information and meet other parents allows them to form connections in the school community and can support them with integrating into the local community. This has a beneficial impact on the wellbeing of families.  Signposting to services during these sessions can also further support families to integrate into the community.
Are parent workshops offered to help parents to understand how subjects are being taught, e.g. phonics for English?	Parents experiences of the education pedagogy as well as the curriculum may have been very different for their child in their home country as well as the expectation of parental involvement in learning. Holding sessions which allow parents to understand these nuances in the Education system as well as checking in with parents about any questions which may have arisen around any unexpected differences in the education systems allow parents to feel informed and skilled to help with their child's learning and reduces any anxiety unexpected differences might bring.

## Staff

FAQs	Best Practice
Have staff sought feedback from parents regarding ease of accessing communications from school?	Best practice for seeking feedback from international new arrival parents about communication includes using a variety of accessible methods such as simple surveys (in multiple languages), informal conversations during drop-offs or meetings, and translated feedback forms. Staff should provide opportunities for anonymous feedback and use interpreters when needed to support open dialogue. It's important to build

	trust by explaining how feedback will be used and to follow up with any actions taken. Creating culturally sensitive spaces for parents to share their experiences also encourages honest and meaningful input.
Do staff have information or know where to find information/who to ask, to support parents to access events/organisations in the community?	To ensure staff can support international new arrival parents in accessing community events and support, it's best practice to provide a central hub of up-to-date information, offer regular staff training, and establish clear communication channels. Staff should know where to find multilingual resources, be familiar with local support services, and have materials readily available to share. Strong links with community organisations, designated liaison roles, and regular reviews help maintain effective support and ensure families feel welcomed and informed.

## Annually

### Pupil

FAQs	Best Practice
Have curricular links been made within curriculum subjects and the school calendar to celebrate pupil culture as well as religion, or at least enable some representation, e.g. through choices of texts etc.	<p>To support inclusion, schools should embed cultural and religious representation within the curriculum and school ethos alongside any key celebration days. This can be done through the choice of texts, lesson content, school visits or visitors and recognition of important cultural or religious events helping international new arrival (INA) pupils feel seen and valued.</p> <p>Creating opportunities for pupils to share their culture through school events not only validates their identity but also enriches the school community. These events promote mutual respect and understanding, helping all students appreciate diversity and feel proud of their heritage. Gathering pupil voice around "what is culture to them" ensures schools are not missing vital information. This pupil and family voice work should be considered as an ongoing process rather than just a one-off information exchange on admission.</p>
English Language developments should be updated at least annually – if children are not making progress, they may need to be referred to other professionals, such as SALT, CAMHS or EPS.	English language development for INA pupils should be monitored at least annually using a consistent framework such as the Bell Foundation EAL assessment framework. If expected progress isn't being made, schools should consider referrals to other professionals such as Speech and Language Therapy (SALT), CAMHS, or Educational Psychology Services (EPS) to explore potential barriers.

<p>Is there a transition where all key information about the pupil is shared with the next years teacher?</p>	<p>Transition planning is vital to ensure continuity of support. All relevant information about the pupils academic, linguistic, social, emotional, mental health and wellbeing should be shared with the next year’s teacher, and meetings held where necessary to support a smooth handover. Pupil profiles which have been reviewed can provide a structure for sharing this information annually.</p> <p>Gathering pupil voice around support is also a trauma informed way to share and review what the pupil feels is needed to help them in the upcoming year.</p>
<p>Setting up language ambassadors</p>	<p>Language ambassadors can play a valuable role by supporting newly arrived pupils who speak the same language. These ambassadors should be carefully selected and trained to provide both practical help and a welcoming peer connection. Fostering positive peer relationships supports the language acquisition, wellbeing and academic performance of INA pupils.</p>
<p>Setting up and training buddies</p>	<p>Setting up and training buddies helps INA pupils settle socially and emotionally. Buddies should receive guidance on how to be inclusive and supportive, with staff checking in regularly to ensure the relationships are beneficial and positive for both students.</p>
<p>Revision of policies relating to INA pupils</p>	<p>School policies should be reviewed and updated to reflect the specific needs of INA pupils. This could include a specific INA policy and/or be explicitly woven into existing policies such as admissions, inclusion, behaviour, EAL, safeguarding and anti-racism. All staff should be aware of these changes and how to apply them in practice.</p>

## Parents

FAQs	Best Practice
<p>Have parents and families who are now settled been offered the chance to support other new INA families?</p>	<p>School staff should encourage settled international new arrival (INA) families to support newly arrived parents by creating peer support opportunities such as buddy systems or informal welcome events. Matching families with similar languages or cultural backgrounds can help build trust and ease the transition. Providing clear guidance and recognising volunteers fosters a welcoming, inclusive environment where all families feel supported and valued.</p>

## Staff

FAQs	Best Practice
Do staff understand the difference between BICS and CALPS? Even when pupils have established BICS, they will continue to need support to access the language of the curriculum.	Staff should be trained to distinguish between BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency). While INA pupils may quickly develop conversational English (BICS), they often need sustained support to grasp academic language (CALP). Teachers must continue scaffolding learning through visual aids, modelling, structured talk, and vocabulary support even when pupils appear fluent in everyday English.
General whole school CPD/induction requirements for new staff	All staff, including new starters, should receive training on EAL (English as an Additional Language) strategies and INA pupil support as part of induction and ongoing CPD embedding training around supporting INA pupils and EAL learners the school CPD calendar ensures all staff have access to up-to-date information whether they are already working or new to the school. This ensures a consistent, inclusive approach across the school and equips staff with practical tools to meet language, emotional, and academic needs of INA pupils and their families.
Have staff/subjects leads identified links between pupil culture and existing structures e.g. Rights, respecting schools work. Have parents been invited to input to this?	Subject leads and staff should actively explore and highlight connections between pupils' cultural backgrounds and existing school initiatives (e.g. Rights Respecting Schools). Involving parents in this process—through surveys, focus groups, or events—strengthens community ties, enriches curriculum relevance, and fosters a sense of belonging for families from diverse backgrounds.

## After 4 years

### Pupil

FAQs	Best Practice
Is there a transition where all key information about the pupil is shared with the next years teacher?	<p>Effective transition processes must be in place to ensure all key information about INA pupils—academic progress, language development, emotional needs, and family context—is passed on to the next year's teacher. This supports continuity in planning, safeguarding, and provision, allowing staff to build on existing strategies and relationships.</p> <p>Use of pupil profiles can aid this process and give pupils a voice in the support.</p>

<p>English Language developments should be updated at least annually – if children are not making progress, they may need to be referred to other professionals, such as SALT, CAMHS or EPS.</p>	<p>English language progress for INA pupils should be formally reviewed at least once a year, The bell foundation assessment framework allows for a holistic assessment of language proficiency. If expected progress is not evident, staff should consider underlying needs and collaborate with external professionals—such as Speech and Language Therapy (SALT), Child and Adolescent Mental Health Services (CAMHS), or Educational Psychology Services (EPS)—to ensure appropriate interventions are in place.</p>
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## Parent

FAQs	Best Practice
<p>Have parents and families who are now settled been offered the chance to support other new INA families?</p>	<p>Schools should actively involve settled international new arrival (INA) parents in supporting newly arrived families by offering opportunities to act as peer mentors or cultural ambassadors. This can include buddy systems, welcome events, or informal meetups. Such engagement helps new families feel more connected, eases their transition, and strengthens the school community through shared experiences and mutual support.</p>

## Staff

FAQs	Best Practice
<p>Do staff understand the difference between BICS and CALPS? Even when pupils have established BICS, they will continue to need support to access the language of the curriculum.</p>	<p>Staff should be trained to distinguish between BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency). While pupils may quickly develop social language (BICS), ongoing support is essential for developing academic language (CALP), which takes longer. Teachers must continue providing scaffolds like visual aids, structured language tasks, and explicit vocabulary instruction to help pupils access the curriculum.</p>
<p>Is pupil wellbeing monitored by staff who know them well?</p>	<p>Pupil wellbeing should be regularly monitored holistically by trusted staff members who have established relationships with INA pupils. Consistent, attentive pastoral care enables staff to identify emotional or social challenges early and provide timely support or referrals. Pastoral care and support should always be explicitly explained to INA pupils as their experience of wellbeing support in school and the potential cultural difference in discussing This approach ensures pupils feel safe, valued, and ready to learn within the school environment.</p>