

## EAL Co-ordinator Role - Primary

### ADMISSIONS and INDUCTION

- Liaise with **Admissions/Office staff** re. all new EAL arrivals
- Attend admissions meetings with **parents**, to ensure all relevant information is collected about a new EAL student and that school/parents can communicate easily (Via Language Line if necessary)
- Transfer information to the **EAL register** and complete a **EAL pupil profile**
- Provide a **full induction** to the student and parents and ensure pairing with a **buddy**. (Young Interpreter scheme can help to train buddies)
- For older pupils, ensure the student has a **bi-lingual dictionary** or access to '**Google translate**' via an Ipad or laptop available during lessons.
- For younger pupils, consider **communication fans and word mats** to provide visuals that allow them to communicate basic needs.
- Oversee **transition of Yr 6 EAL students to Yr 7**. Contact high schools to pass on all available information on EAL students. Liaise with EYFS settings about **transition of EAL children into Reception**.

### ASSESSMENT and TEACHING STRATEGIES

- Circulate the '**EAL pupil profile**' to staff concerned.
- **Assess the pupil's language level** using the relevant assessment material.
- Disseminate **strategies for teaching**. (This can be done by putting SOLIHULL/BELL FOUNDATION EAL framework onto the shared drive and referring teachers to the strategies associated with the child's EAL level)
- Update staff about EAL children's needs via email or **staff briefings**
- Set up **additional support** e.g. TA support / extra literacy.
- Liaise with teachers to ensure the **cognitive challenge** remains appropriately high for EAL learners and is not reduced because the English language demand has been reduced. EAL learners are not automatically placed with low achieving students because of their EAL needs.
- Consider any necessary/available **adjustments for SATs** and other assessments.
- Encourage the use of **first language** to support learning. Ensure that first languages are recognised and celebrated throughout the school.

## COMMUNICATION WITH FAMILY

- Ensure **meetings are held with parents** to discuss progress and involve **interpreters** in parents' evenings or use **INTRAN / Language Line**.
- **Monitor involvement of parents/family** in school events. Ensure that details of trips and events are fully communicated and understood (using an interpreter if necessary)

## MONITORING PROGRESS

- Have systems in place to **regularly monitor EAL students' progress** as a group, (especially in the first few months for beginners using EAL framework) and check that strategies for teaching and differentiating work are being implemented.
- Use **assessment scores** to identify under-achievement/cognitive **ability** and request any necessary intervention / SEN intervention.
- Ensure time is available in **staff meetings and SLT meetings** to discuss EAL concerns.

## CONTACT WITH OTHER AGENCIES

- Where necessary, facilitate contact with **other agencies** in order to support the child/family, e.g., People from Abroad team (refugees / asylum seekers, International Youth Group, New Routes, weekend language schools in child's first language.

## TRAINING /POLICY

- Attend **EAL Primary Network** and join Norfolk **EAL Google group** for updates in EAL. EAL/EDC Advisory service also offer bespoke school training.
- Arrange **EAL training for staff** and ensure EAL is considered in school's **Literacy Strategy**. Ideally, ensure there is an **EAL policy** and that EAL is included in the **School Development Plan**.