



Goldington Green Academy EAL Induction Policy

Statement of Intent

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

Safeguarding Children

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued.

All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being

drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

We believe:

That every child has the right to a safe, secure and caring environment in which they are able to learn and develop their full potential.

Aims:

On arrival at our school, we aim to provide for every pupil and their parents with EAL the opportunity to:

- Feel welcome and supported in our school
- Feel valued and to develop a positive self image
- Understand the rules and routines of school
- Have an initial assessment of their needs on arrival at school, after a settling period of 2-3 weeks
- Have the support of our EAL team.

These aims will be developed by all teaching and non-teaching staff and coordinated by our EAL Leader who is currently Mrs T Wilson.

Procedure

1. An initial interview with parents and pupils is arranged via the school office. Information gathered by the office will determine if an interpreter is required for the interview. If so this will be arranged by the EAL Leader as appropriate and the meeting will ensure all background information is gathered, using our EAL Background Information Form.
2. The pupil and parents will be given a tour of the school as part of the initial interview process. This will be conducted by a member of the Senior Leadership Team.
3. The child will be given a start date for school which allows time for preparation for the child's arrival depending on need. Studies show that if a child is settled in school they make best progress, so preparation should ensure quick settling.
4. A Welcome Booklet maybe prepared in the parent's home language if required to assist them with understanding the school structure.
5. A class buddy will be arranged who, along with the EAL Leader and with the support of all staff, will help the child learn school and class routines. If

the child is literate in another language they will be encouraged to undertake writing and reading tasks in their own language.

6. Initial assessment is carried out using the NASSEA Assessment Framework. Observations by teaching staff and the EAL Leader will be recorded to monitor the child's progress.

Assessment

- Pupil needs are assessed and levelled using the NASSEA Assessment Framework.
- Children's needs are identified through the teachers planning and NASSEA descriptors.
- NASSEA pupil progress tracking proforma are reviewed by the class teacher every term to ensure that the child is making good progress across all areas of speaking, listening, writing, reading and viewing.
- Where an EAL Pupil also has SEND the general learning difficulties will be referred to in the Individual Provision Plan (IPP).

This policy should be reviewed in conjunction with the EAL Policy.

Reviewed: November 2023