

Welcoming Children And Young People With EAL Into Your School Or Setting

<p>Support children and young people to be 'ready' for school.</p>	<ul style="list-style-type: none"> • School systems in the UK are different from other countries and systems will need to be clearly explained using professional interpretation and translation where possible. Bell Foundation have documents explaining school systems in many languages. • This guide from the Bell Foundation will help parents understand how they can help their children learn in school. • School uniform may not be a familiar concept so this should be explained, and allowances made for cultural differences, (girls wearing leggings for PE, permitted colour of head covering)
<p>Support individual needs.</p>	<ul style="list-style-type: none"> • Be aware that children may be older when they start school in their home country, the newly arrived children and young people may not have experience of formal schooling. • School food may be unfamiliar so photographs should be used to demonstrate (also be mindful of colloquialisms (e.g. use baked potato instead of jacket potato). Some children may not be used to a knife and fork. In some cultures, it is usual to send hot tea or soup in a flask. • The importance of nut-free spaces may not be understood. • Some families will want to choose halal food, where this is not available a vegetarian menu should be offered.
<p>Create a welcoming, safe and engaging environment!</p>	<ul style="list-style-type: none"> • Timetables and school maps should use visuals to support children and young people who are new to English. • A buddy system should be implemented and explained to new families. • Older children, who may wish to pray during the day, should be shown a safe, quiet space where that can take place. • All members of staff who may come in to contact with the child or young person (including office staff, canteen staff, cleaners etc) should know the child may be more vulnerable due to the language barrier.
<p>Develop safe and trusting relationships.</p>	<ul style="list-style-type: none"> • Not all families will have access to technology, so alternatives should be made available. Not all languages are available on school communication platforms so phone calls may be needed instead. • Any school documentation and paperwork should be available in a translated form where possible or the contents discussed using a professional interpreter. • Parents and carers should be told how they can access an interpreter if they need to talk to the school about something.
<p>Reflect on transitions.</p>	<ul style="list-style-type: none"> • Consider what went well and what could be improved during the next transition.

Additional information for Primary and Secondary school transitions is available from [Bell Foundation](#).

Find out more information with helpful signposting in our EAL [One Minute Guide](#).