

Checklist for preparing an EAL-friendly environment

All pupils are introduced to their new teacher and class, ideally before their first day. In Early Years and Primary settings, pupils are given an opportunity to spend a short time, such as story time, or free flow play, in their new classroom.	<input type="checkbox"/>
We have prepared learning groups and equipment to ensure welcome, support and inclusion in learning activities.	<input type="checkbox"/>
We have involved teaching assistants and other support staff in the planning for the new pupil's inclusion.	<input type="checkbox"/>
We have informed pupils and identified 'welcome friends' or buddies.	<input type="checkbox"/>
We have shared information gained at admission meeting day, and made plans to adapt and modify the curriculum to meet the pupil's needs.	<input type="checkbox"/>
We know how to pronounce the child's name, we know the child's first language and cultural background and we have identified other pupils in the class (or school) who share this.	<input type="checkbox"/>
We have gathered resources to support access and welcome.	<input type="checkbox"/>
We provide explicit and consistent routines.	<input type="checkbox"/>
We make sure each new arrival has access to different social groupings, feels safe, and that there are clear and enforced procedures against bullying and racism.	<input type="checkbox"/>
We establish a role as listener, with early opportunities for autobiographical talk, drawing and writing.	<input type="checkbox"/>
We carefully track and monitor the early progress of each new pupil.	<input type="checkbox"/>
We check on the pupil's well-being regularly, such as after break and lunch times.	<input type="checkbox"/>
We monitor attendance and promptly refer any concerns.	<input type="checkbox"/>
We review progress with the pupil, key staff and parents/carers after the first few weeks.	<input type="checkbox"/>