

Bilingual Learner Enrolment Guidelines (Primary)

When enrolling bilingual learners it is especially important to take time in a welcoming meeting to exchange information so that informed decisions can be made and good home/school links established.

An EAL teacher should advise the school on the level of English and support needs of any new bilingual learner, regardless of their apparent competence in spoken English or parents' assessment of their English language skills.

STEP 1 – INITIAL CONTACT

- Complete school application form and/or start enrolment process
- Agree and arrange later start date for pupil
- Agree and arrange enrolment meeting date
- Ask parents/carers to bring in any reports from any previous schools
- Check the need for interpreter at the enrolment meeting (book through ITS when appropriate)*
- Inform EAL teacher and class teacher of new bilingual learner start date

Preparation for Step 2

- Prepare documents for the enrolment meeting*
- Identify other pupils in school who share the same home language
- Prepare and train peer buddies*
- Confirm interpreter has been booked for enrolment meeting
- Prepare class to welcome the new pupil

STEP 2: ENROLMENT MEETING

- Through informal dialogue with parents/carers and/or child, gather key information about the learner (see Bilingual Learner Profile form and EAL Enrolment Guidance Notes*)
- Provide the parents/carers with Step 2 documents* and discuss them together
- Support the parents to complete school forms with the help of the interpreter (if needed)

Preparation for Step 3

- Copy completed Bilingual Learner Profile form and share with class teacher and all relevant staff.
- Liaise with EAL Teacher for initial English language assessment (where possible before child starts school)
- Refer to induction period checklist*
- Refer to EAL Support Strategies Booklet*
- Refer to EAL website for grouping and placement guidance*

STEP 3: INDUCTION/PUPIL STARTS SCHOOL

- Use induction period checklist to support pupil in school*
- Tour of the school with buddies
- Discuss the school routine with the pupil
- PSA/BSA to monitor social integration in playground/lunchtimes

STEP 4: INITIAL ASSESMENT of English and literacy in home language In nursery and P1, use the Early Years Enhanced Enrolment format

- EAL Teacher completes an initial English language assessment with the new pupil
- Gather information about pupil's literacy in home language, supported by evidence (previous reports/prior learning)

*These can be found on the EAL Website or in the EAL Enrolments folder

DOCUMENTS AND RESOURCES FOR EACH STEP

STEP 1: INITIAL CONTACT

- School enrolment forms (eg. EE2, application form)
- School handbook and/or planner
- Documents to get school uniform, school milk, school meals, etc.
- Reference to school website
- Contact details for EAL and ITS

STEP 2: ENHANCED ENROLMENT MEETING

- School enrolment forms (complete with the help of the interpreter, if appropriate)
- School documents about school uniform, milk, meals, etc. (discuss/complete, with the help of the interpreter if appropriate)
- Bilingual Learner Profile form*
- Guidance Notes for the Enrolment meeting*
- Helping your child to become bilingual leaflet (in English and/or translation)*

Information for parents leaflets (all available in English and in translation)*

- ❖ Education in Scotland, including information about religious observance and curricular RME
 - ❖ Assessment, reporting and qualifications
 - ❖ Parents as partners in their children's education
 - ❖ Attendance at School: Guidance for Parents
 - ❖ Frequently Asked Questions
- Translated letters for parents to report absences, etc. (in home language)*
 - Community language classes for pupils and for parents*
 - Information about after school clubs and extra-curricular opportunities offered in the school and/or the community
 - Information about the local library and other establishments within the community
 - Ways for parents to be involved within the school (parent council, etc.)
 - List of useful websites and apps*
 - How parents can support learning at home: dual-language dictionary, dual-language books, Sounds of the English Alphabet booklet/CD and other resources (as appropriate)*

STEP 3: INDUCTION/PUPIL STARTS SCHOOL

- Completed Bilingual Learner Profile form
- Completed English language/home language assessment
- EAL Support Strategies Booklet*
- EAL Buddy Pack*
- EAL Induction Period Checklist for class teachers*
- Pupil start pack (survival language, playground fans, independent work...)*
- Resources for class teacher

STEP 4: INITIAL ASSESSMENT

- Bilingual Learner Profile form (completed at enrolment meeting)
- Guidance on Assigning a Stage of English*
- Reports from previous schooling and other evidence about what the pupil can do in English/Home Language, e.g. parent views/comments (gathered at enrolment meeting)

For more information, guidance and resources, please visit:

www.ealedinburgh.org.uk

CEC Interpreting and Translation Services (ITS)

Tel: 0131 242 8181

its@edinburgh.gov.uk

Interpretation and translation services are free at the point of need.

For further advice, please contact your EAL Teacher or phone:

0131 469 2890