# International New Arrival (INA) Pathway

Every Child a Confident Learner

**Assess, Plan, Do, Review**

### 1 Welcome and initial admission meeting

Meet the family, using an interpreter where needed. Establish fluency of language(s) spoken, reading and writing in these languages, strengths, interests, health and wellbeing, previous schooling, and any existing needs. Explain school routines and agree how we will communicate with parents.

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### 2 Settle, observe and establish starting points

From arrival, observe participation, friendships, communication and learning. Assess maths and wider curriculum knowledge using practical tasks, visuals and home language where possible. After settling (typically 2–3 weeks), baseline English listening, speaking, reading and writing, including phonics where appropriate. The Inclusion Lead and Oracy and Literacy Development teacher use the **A–E English acquisition scale**: **A** -New to English, **B**-Early Acquisition, **C**-Developing Competence, **D**- Competent, **E** -Fluent. Bell Foundation tools may support assessment.

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### 3 Plan personalised support

Class teacher, Inclusion Lead and Oracy and Literacy Development Teacher agree achievable language and curriculum targets based on starting points. Provide age-appropriate learning, visuals, modelling, vocabulary pre-teaching, structured talk, peer support and opportunities to use home language. Share targets with the family.

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### 4 Oracy and Literacy Development Group

Where needed, pupils receive targeted English teaching three times weekly from a qualified teacher through the Oracy and Literacy Development Group. Year-group teaching is aligned with mainstream English and adapted to individual language needs. Teach vocabulary, listening, speaking, sentence structures, phonics, reading and writing as appropriate. Use explicit instruction, structured talk, scaffolding and rehearsal. Regular teacher handover supports transfer into class. Pupils retain access to a broad, balanced curriculum alongside peers.

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### 5 Monitor and review progress

Class teachers maintain up-to-date records with the Inclusion Lead, who monitors the INA and their proficiency stages alongside the Oracy and Literacy Development teacher. Review session records, independent work, classroom assessments and progress against A–E stages and individual targets. Share progress with parents, using interpretation where reasonably practicable.

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### 6 Is progress in line with individual expectations?

Consider time learning English, previous education, attendance, wellbeing, quality of adaptations to access learning. Do not equate limited English with low ability.

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**YES ↓ Continue or step down**

Continue effective support and set new targets. Gradually reduce targeted sessions when the pupil can access class learning more independently. Continue classroom adaptations and monitoring; reinstate support if needed.

**NOT YET ↓ Investigate and adapt**

Review barriers with the family, the Oracy and Literacy Development teacher and Inclusion Lead. Where there is uncertainty about language acquisition or SEND, First Language Assessment (FLA) is the first step. Explore learning across languages, hearing, vision, wellbeing and interrupted schooling.

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### 7 Respond to findings and review again

If language acquisition is the main barrier, refine English support. If SEND is suspected, follow the SEND pathway and seek specialist advice as appropriate. EAL alone is not SEN; pupils with SEND have equal access to SEND provision alongside EAL support. Act promptly on significant concerns. Return to stage 5.

**Our commitment: parents are partners at every stage. Multilingualism is a strength; all pupils belong in their mainstream class.**

**Pathways can run alongside one another.**