

## **Guidance on using an interpreter / liaison staff**

Where you have identified a need, which cannot be met from inside the school, you may wish to invite additional support from outside the school to interview or assess pupils. These might include:

- Interpreters
- Bilingual assistants from a neighbouring school or EMTRAS
- Member of the community (or local supplementary school)
- Parent or carer
- Peer
- Home or school liaison team

Where the interview will involve close contact with the pupils, you must ensure that issues of confidentiality are addressed and child protection guidelines followed.

Interpreters or liaison staff may not be aware of the usual practices of the school or the purposes of their intervention. The following guidance is intended to prevent misunderstandings and to maximise what is a very valuable resource in supporting minority ethnic pupils.

### **Before the interview:**

- Make contact with and satisfy yourself that this is the appropriate person to provide the support
- Be certain that you know what the pupil's first language is and that translation or liaison will be beneficial and welcomed
- Agree with parents or family why this would be a valuable way forward
- Consider if it would be valuable to have parents or carers at the interview
- Have a clear purpose and outcomes for the interview
- Allow sufficient time and space for the interview and consider a seating arrangement that will make the pupils feel comfortable
- Have ready any assessments, reports or documents to be used
- Have available any information relating to the pupil's needs

### **Welcoming the Interpreter:**

- A designated member of staff should be available to welcome the interpreter

- Ask the interpreter to arrive at least 20 minutes before the appointment time
- Discuss the purposes and desired outcomes of the interview
- Ask the interpreter to remain within the remit of the interview
- Share any forms, assessments or documentation

**During the interview:**

- Speak directly to and maintain eye contact with the pupil or carer, not the interpreter
- Leave pauses for the interpreter to speak
- Be prepared to clarify issues for the interpreter
- Observe the engagement between the interpreter and pupil.

**After the interview:**

- Spend time alone with the interpreter discussing the outcome and any possible follow - up
- Feed back outcomes to parents, carers or other staff as appropriate.