



New Arrivals and Induction Policy

Last Reviewed: Spring Term 2018

Review Date: Spring Term 2019

1. INTRODUCTION

From September 2013 St. Mark's have been responsible for the admission of new pupils including in-year transfers.

At St. Mark's we have a significant number of new arrivals both at the beginning of school years/terms and throughout the year. These children can be from;

- Families seeking Asylum-newly arrived and those who have been moved from another part of the country.
- Refugee families, again with variable lengths of stay in this country.
- Economic migrants from the European Community countries and further afield.
- Families where parents are here on work permits for a specific length of time.
- Gypsy, Roma and Traveller families.
- Families moving from other areas of the United Kingdom.
- Families wishing to transfer children from other local schools for a variety of reasons.

The children may arrive in school straight from their own country where they may or may not have been educated. Some have been to school for varying lengths of time in the UK. Others have arrived here having lived in other European countries where they initially claimed asylum e.g. families of Ghanaian or Pakistani heritage moving from Italy.

Our policy will need to reflect the range of experiences our new arrivals have had. It will require principles which can apply to all families with the flexibility needed for individuals.

2. Terms used

- Pupil with EAL is used to refer to any pupil who speaks English as an additional language. It does not assume equal competence in all their languages.
- EALB is used at St. Mark's to denote beginners at learning English. These children are usually working at NASSEA steps 1-3 and have been in the UK for up to three years.
- Advanced Bilingual Learners are those children who may be competent at speaking English but may, nevertheless need some support with the linguistic demands of the curriculum.
- NASSEA (The Northern Association of Support Services for Equality & Achievement) is used to refer to the system used for assessing the level of English language acquisition for EAL pupils.

3. Aims

The aims of this policy are: -

- To ensure accurate information is obtained on admission so that the needs of newly arrived pupils can be met.
- To ensure transition and induction is a positive experience for children and parents.
- To ensure newly arrived pupils have equal access to a broad and balanced curriculum with continuity and progression.
- To equip newly arrived pupils, including those with EAL, with the knowledge, skills and understanding required to participate fully in all aspects of school life, while maintaining their own cultural identity.

This policy should be read in conjunction with the following documents.

- Behaviour Management Policy
- EAL policy
- EAL profile (For individual pupils)
- Single Equality Scheme
- Policy on Bullying
- Policy on Teaching and Learning
- SEND policy

4. Admission and Induction process

We will usually continue to induct new pupils on Wednesday. The Inclusion leader will meet parents/carers and children and the appropriate paper work will be completed at this time. Bilingual support will be provided if available. Information about previous educational experience and any medical conditions will be obtained. An additional information form will be completed and a copy given to the class teacher.

- Parents/carers and pupils will be introduced to the class teacher and relevant support staff and shown around school.
- Parents/carers will be shown entry and exit doors, given times and information about uniform and school meals.
- Reception and Key Stage One pupils may be inducted on a part-time basis depending on previous schooling, knowledge of English and self-confidence. This can start with as little as one hour or be as much as half a day. For those children starting with an hour, this can increase daily as the child becomes settled, it may be best for some children if the parent remains in school initially. Parents need to be aware we will contact them if we feel their child is distressed in these early stages.
- Parents need to be informed each day when they collect their child, how long they will be staying the next day. Staff should make a note of this and write it down for parents.

- Decisions about rate of Induction progress should be made through discussions between the class teacher, Inclusion Leader and parents. The Executive Head Teacher and/or Head of School should be kept informed and consulted if there are any problems.
- Where appropriate, parents will be introduced to the Home School Link worker.
- Newly arrived pupils will join the 'Sunbeams' group (See Appendix A)
- A member of the Inclusion team will assess pupils within first two weeks and inform the class teacher of the outcome. They should inform the Head Teacher and SENCO if any problems are identified. Where appropriate, support and a language programme will be put in place. For children arriving from outside the UK a basic number screen test will be administered once they have settled.
- New arrivals will be assessed regularly on NASSEA assessments using the school profile.

5. Induction within the Classroom.

- Staff and children will be made aware, in advance that they will be having a new class member and given the additional information form detailing the child's needs e.g. whether they can speak any English, and what help they will need.
- Staff should ensure new pupil's correct name and pronunciation are known.
- Introduce child to the class and adults working with you and ask for Buddies-choose more than one as sometimes initial friendships falter on either side.
- Remind the children about how the new pupil might be feeling and what they might need.

All new arrivals will initially join the 'Sunbeams' Group.

- After initial assessment, if necessary pupils will be placed in a 'New Arrivals' group and will receive extra small group tuition. Priority will be given to developing spoken language. If you need materials to support the child in the classroom please ask the Inclusion Leader.
- If pupils in your class share the same home language introduce them to each other, put them together initially and ensure they have the opportunity to communicate whenever possible.
- Use a visual timetable, particularly for younger children and older pupils with little or no English.
- Place pupils with little English with your 'on target/more able' children so they are hearing good language models.
- Ensure lunchtime supervisors and the kitchen staff are introduced to new pupils and know any special requirements e.g. diet.
- Remind your class about the importance of body language and how important smiles and gestures are.
- Refer to anyone else in your class who came in with limited English, remind the children how they helped, ask the pupil how they felt and what they needed.
- Computers and i-pads are a great tool for new arrivals and we have a lot of excellent resources. Log on for new pupils until they have their user name and password

- Class teachers should be aware of all siblings and other pupils throughout the school who speak the same first language and can be called on to interpret or comfort a child. Consideration should be given to the needs of all children and they should not be asked to interpret if the situation is sensitive or would place pressure on them.
- Consider giving older children play opportunities not only if they have missed out on these experiences but also to raise their confidence and self-esteem through helping others.
- We now have a range of resources in different languages available in school including software which can be accessed in all classrooms to support acquisition of language and independence. As families with new languages arrive we will obtain resources as soon as we can.
- Any concerns please consult Inclusion Leader.

6. Special Educational Needs.

6.1. New Arrivals who may have Special Educational Needs will be identified at the earliest opportunity. This may be from information shared by parents, data from previous settings or concerns raised by staff once the child has settled. If Special Educational needs are identified, the child will be placed on the SEND register at the appropriate stage. Parents will be informed and external agencies consulted if appropriate.

7. Monitoring

7.1 The Inclusion Leader and SLT will monitor the quality of support for newly arrived pupils and offer guidance and support as necessary. Monitoring may include:

- Pupils' books and/ or individual profiles.
- Observation of Teaching and Learning.
- Assessments.
- Planning scrutiny.

7.2. Pupil progress meetings held termly, provide an opportunity to monitor the progress of all pupils including new arrivals..

8 Implementation

8.1. The Inclusion Leader, under the guidance of the Head Teacher, will ensure that all staff implement the policy.

8.2. The Inclusion Leader will be involved in staff development, including curriculum planning, assessment and INSET.

8.3. The Inclusion Leader will report back to the Head Teacher, Governing Body and SLT.

Appendix A

Sunbeams Group

- All new arrivals joining years one to six will be placed in the 'Sunbeams' group.
- The 'Sunbeams' takes place on four mornings per week between 8.50 a.m and 10.30 a.m.
- The group is run by Mrs D. Wiltshaw (Inclusion Teacher) and the learning mentors (two members of staff each day)
- All new pupils will be shown around the school and made aware of key members of staff which will be reinforced using photographs.
- Each child will be provided with a diary to record their progress (copy attached).
- A checklist will be completed at the end of the first week by Sunbeams staff and also by the class teacher. If the child has settled well and has no additional language or support needs they will exit the group.
- The child will have targets set if they remain in the group.
- The teaching focus in the group will be nurture, developing social skills and basic language.
- A language assessment will be done if required.
- A further assessment will be done at the end of four weeks in the group. Children may exit the group at this point or remain in the group for a further two weeks (maximum of six weeks).
- When children exit the group, they will be given an EAL profile, self-help pack and support plan. These will be monitored half-termly by the Inclusion Teacher and or Inclusion Leader.

We will review this policy on a yearly basis.

Signed.....

M Johnstone
Executive Headteacher

Signed.....

Gini Cotton
Chair Federation Board

Date.....

