



Uplands Junior L.E.A.D. Academy
A L.E.A.D. Academy

New Arrivals Policy

A Policy for New Arrivals

Introduction

At Uplands Junior LEAD academy, we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of newly arrived pupils enabling them to do the best they can within a positive, supportive, secure and safe learning environment. Through quality first teaching, we aim to meet the language needs of our learners. The school recognises that newly arrived pupils, particularly those who arrive outside normal admission times, need additional support both educationally, emotionally and socially. All support staff have a responsibility to welcome and support new arrivals to identify and remove barriers and to track their attainment

Definition

This policy focuses primarily on meeting the needs of pupils who have arrived in school as a result of international migration. However, it is also applicable to a number of groups who arrive in school outside standard admission times. New arrivals may be described as:

International migrants - including refugees, asylum seekers and economic migrants from overseas

Internal migrants - including pupils joining the school as a result of moving home within the UK. This would include Gypsy Roma and Traveller pupils.

Aims

- To support colleagues through CPD and to develop their expertise in meeting the needs of newly-arrived pupils.
- To provide newly arrived pupils with a safe welcoming environment where they are accepted, valued and encouraged to participate.
- To gather accurate information about pupils' background and educational experiences.
- To ensure that the knowledge, experience and skills that they bring are acknowledged and seen as an asset to build upon.
- To ensure that parents and carers understand the new educational system of which their child is now part of, understand the school's approach to learning and teaching and can participate as key partners.
- To develop strategies to encourage new pupils to be included as part of the school.
- To ensure that pupils can see their languages, culture and identity reflected in the classrooms and the wider school and through an inclusive curriculum.
- To raise the attainment of newly arrived pupils and ensure that long-term aspirations for new arrivals are the same as those for other pupils.
- To establish good links with outside agencies and community organizations that can support newly-arrived parents and carers.

Admission

The school recognises that new arrivals and their parents may have anxieties about starting a new school, particularly if they have recently moved to the UK and have little or no English. The School Induction Procedure sets out to alleviate as many of those anxieties as possible by ensuring a systematic and supportive induction procedure is in place. The school aims to establish positive relationships from the first moment of contact.

The school will:

- Arrange a meeting with parents/carers to gather a range of information. The School Induction Booklet will be used to record the information. This will take place at a time mutually convenient with the school and parents and at least two days before the admission of the new arrival.
- Invite an interpreter to attend if necessary.
- Share with parents the School Pupil Information Booklet to be completed by the new arrival prior to enrolment if possible
- Store required information on the School's Sims system.
- The pupil will tour the school with their parent(s) and a buddy. They will be invited to meet the new class teacher.
- Ensure a buddy system is in place. The buddy(ies) will be in the same class as the new arrival and preferably speak the same first language.
- Talk to the class about the new arrival country of origin / previous place of residence and any other relevant information to ensure the children are prepared and ready to welcome the new arrival.
- Enrol the pupil into school.
- Display examples of the pupil's language and pictures of their home country in the classroom to welcome them
- Encourage a dialogue with parents where they feel comfortable about being in contact with the school to discuss their child's progress.

Settling In period

A new arrival's first experience in a new classroom can be daunting.

Teachers need to make sure that as quickly as possible, the new arrival feels:

- SAFE- physical safety from intimidation and bullying: feeling safe to take a risk e.g. having a go at answering a question without fear of being ridiculed
- SETTLED – feeling settled to new surroundings, routines, language and self confident
- VALUED – being respected as an individual with a home language, culture, life experience and intellect
- BELONGING TO THE CLASS – being recognised and recognising themselves as a member of the class with the same rights and responsibilities as everyone else. Having full information about the pupils and knowing them as individuals.

Time should be allowed for the new arrival child to settle in and adjust to their new environment. This should be as pressure free as possible.

Staff must be aware that new arrivals will go through a silent period as they are adjusting to a new language and culture. They will however, be listening to the adults and their peers and learning basic skills.

ASSESSMENT

Initial Assessment

All children are entitled to access the National Curriculum, including those new to English. As with other children, new arrivals need to be given work that is curriculum related and cognitively challenging. However, tasks also need to be achievable.

In order for this to happen an initial assessment will need to be carried out. The assessment outcomes will provide staff with the information they need to determine what type of support – if any – will be required to enable the new arrival to actively engage with the National Curriculum.

The purpose of an initial assessment is not only to determine the child's level of English but also to find out the child's levels of achievement across the curriculum.

An initial assessment will:

- Establish oral, Literacy and Numeracy skills in both their first language and in English
- Provide the NASSEA framework for tracking progress in English
- Teachers to use NASSEA information to plan appropriate learning experiences for new arrivals
- Provide information which enables the teacher to determine what support – if any – will be required, including SEN
- Parents will be involved in a review meeting after 4-6 weeks to discuss the pupil's integration, academic progress, language development and targets.

TEACHING STRATEGIES

The strategies below are just some that should be employed to help new arrivals feel part of the class and to be able to cope with classroom routines and the demands of the curriculum. The school recognises that the provision of an inclusive and supportive environment is more effective than formal language teaching for the rapid progress of pupils new to English.

- On the first day make sure that the child knows the teacher and TA's names and that everyone knows the child's name
- Prepare a welcoming classroom with the child's name included where relevant e.g. books, house points chart, cloakroom area
- Allow the child to be silent or passive until they feel ready to join in with the classroom activities
- Display key words/phrases in the child's first language/dual language around the classroom
- Teach useful phrases/give child 'word fan' including yes/no/please/thank you/hello/goodbye/toilet
- Include the child in classroom routines such as giving out pencils and books
- Provide lots of visual support including visual timetables, pictures, posters, artefacts, DVDs, demonstration
- Provide resources in their first language/bilingual where possible e.g. dictionaries, story books, ICT software
- Provide support where necessary with the alphabet, and handwriting and correct use of capital and lower case letters
- Provide enhanced opportunities for speaking and listening for a range of purposes and audiences *across* the curriculum and make use of drama techniques and role play
- Model the correct use of the English language
- Simplify/repeat instructions
- Scaffold tasks for language and learning in *all areas* of the curriculum
- Include collaborative activities wherever possible that involve purposeful talk and encourage and support active participation
- Allow opportunities for recording work in variety of ways eg mind maps, labelling pictures
- Use people who speak the child's first language to interpret where appropriate
- Encourage the child to converse and record their work in their first language. This will not impede their learning of English and they need to feel their home language is valued
- Provide peer support in the classroom, playground and dining hall
- Seat the new arrival with children who initially can support them in their own language and are fluent English speakers. Do not group new arrivals with SEN children. They do not have the same needs.

Parental/Community involvement

Uplands Junior LEAD Academy strives to encourage parental and community involvement. Its commitment to Every Child Matters and to Community Cohesion means it recognises its responsibility to include new arrivals' families in all aspects of school life by:

- Providing a welcoming induction process for newly arrived pupils and their families
- Using plain English and translators and interpreters, where appropriate and available, to ensure good written and spoken communications
- Identifying linguistic and cultural and religious background of children and establishing contact with the wider community where possible
- Recognising and encouraging the use of the first language
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language
- Informing parents/Inviting parents in to school to celebrate their child's achievements

New Arrival Success Criteria

End of Week 1

- To be happy
- To begin to follow some of the conventions and routines of the classroom
- To be familiar with the arrangements of school lunch time
- To be familiar with the location of the classroom and toilets
- To begin interacting socially with class peers

End of Week 4

- To come to school happy
- To be relaxed and happy in class
- To be familiar with the geography of the school
- Can follow daily class routines
- To initiate contact (physical or verbal) with a teacher or teaching assistant
- To be settling into tasks in the classroom
- To be playing with others in the classroom
- To be demonstrating identifiable progress (initial assessment completed)

End of first term

- To be relaxed and happy at school
- To participate in group and class activities at an appropriate level
- To interact positively with other children
- To work co-operatively with other children
- To be confident in small group situations
- Can work/play without constant adult supervision
- Shows interest and motivation in learning
- To have demonstrated some identifiable progress -in English language acquisition of an EAL beginner

Date: October 2016

Review date: