



*'Loving to Learn, Learning to Love'*



## **New Arrivals and Induction Policy**

**Last Approved:** January 2024

**Review Date:** January 2025

## 1. Introduction

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

At St. Mark's CE Primary School, 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

- Pupils 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 the Bell Foundation Assessment Framework Bands A & B and have been in a UK school for up to two 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.
- The Bell Foundation Assessment Framework 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
- Single Equality Scheme and Accessibility Plan
- Anti-Bullying Policy
- Assessment for Learning Policy
- SEND policy

#### **4. Admission and Induction process**

The school will continue to induct new pupils on Wednesday. The Inclusion leader and Home School Links Worker 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 Headteacher and Deputy Headteacher 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 Headteacher, Deputy Headteacher 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.

## **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 ensure that the new pupil's correct name and pronunciation are known.
- The child is introduced to the class and adults working with them and buddies chosen, more than one usually as sometimes initial friendships falter on either side.
- The class are reminded about how the new pupil might be feeling and what they might need.
- After an initial assessment, pupils will be placed in the Sunbeam's group. Priority will be given to developing spoken language. Materials to support the child in the classroom can be obtained from the Inclusion Leader.
- If pupils in the class share the same home language they will be introduced to each other, put together initially and ensured they have the opportunity to communicate whenever possible.
- A visual timetable and or picture key ring will be used, particularly for younger children and older pupils with little or no English.
- Pupils with little English are placed with 'on target/more able' children so they are hearing good language models.
- Lunchtime supervisors and the kitchen staff are introduced to new pupils and know any special requirements e.g. diet.
- The class is reminded about the importance of body language and how important smiles and gestures are.
- Staff refer to anyone else in your class who came in with limited English and 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. Staff log on for new pupils until they have their user name and password.
- Class teachers are made 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.
- Older children may be given 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. As families with new languages arrive we will obtain resources as soon as we can.
- The Inclusion Leader should be consulted if there are any concerns.

## **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, EAL 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 EAL assessment profiles
- Observation of teaching and learning
- Assessments
- Planning scrutiny

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

## **8. Implementation**

8.1 The Inclusion Leader and EAL Leader, under the guidance of the Headteacher, will ensure that all staff implement the policy.

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

8.3. The Inclusion Leader and EAL Leader will report back to the Headteacher, Deputy Headteacher, Local Governing Board and SLT.

We will review this policy on a yearly basis.

Signed: .....  
Headteacher

Signed: .....  
Co-Chair of Local Governing Board

Date: January 2024

## Appendix A

### Sunbeams Group

- All new arrivals joining years one to six will be placed in the 'Sunbeams' group. Reception pupils will be supported by the Inclusion Team if required.
- Sunbeams takes place five mornings per week between 9.00am and 10.30am.
- The group is run by two members of the Inclusion Team.
- All new pupils will be shown around the school and made aware of key members of staff, which will be reinforced using photographs.
- A class buddy will be chosen to support the new pupils.
- Each child will be provided with a diary to record their progress.
- 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 (from the Bell Foundation Assessment Framework).
- The teaching focus in the group will be nurture, developing social skills and basic language.
- A language assessment will be done.
- 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 a Bell Foundation Assessment profile, self-help pack (if required) and support plan appropriate to the child. These will be monitored half-termly by the Lead Learning Mentor and or the Inclusion/EAL Leader.