



'Loving to Learn, Learning to Love'



New Arrivals and Induction Policy

Last Approved: March 2025

Review Date: March 2026

1. Introduction

Since September 2013, St. Mark's CE Primary School has managed all pupil admissions, including in-year transfers.

We welcome a diverse range of new arrivals throughout the year, including:

- **Asylum-seeking and refugee families**
- **Economic migrants** from the UK and abroad
- **Families on work permits**
- **Children transferring from other schools**

New pupils may have varied educational backgrounds, with some arriving from overseas with little or no schooling, while others transfer from UK or European schools.

Our admissions policy ensures a welcoming and inclusive approach, with the flexibility to meet individual needs and support smooth transitions.

2. Terms used

- EAL (English as an Additional Language) refers to pupils who speak English as an additional language, but it does not assume equal proficiency across all their languages.
- EALB (English as an Additional Language – Beginners) is used at St. Mark's to describe pupils who are new to learning English. These children are typically working within Bands A & B of the Bell Foundation Assessment Framework and have been in the UK school system for up to two years
- Advanced Bilingual Learners are pupils who may be proficient in speaking English but still require support with the linguistic demands of the curriculum.
- The Bell Foundation Assessment Framework is the system used to assess the level of English language acquisition for EAL pupils.

3. Aims

The aims of this policy are to:

- Ensure accurate information is collected upon admission to effectively meet the needs of newly arrived pupils.
- Facilitate a positive transition and induction process for both children and parents.
- Provide newly arrived pupils with equal access to a broad, balanced curriculum that supports continuity and progression.
- Equip newly arrived pupils, including those with EAL, with the necessary knowledge, skills, and understanding to engage fully in school life, while respecting and preserving their 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 Wednesdays. A member of the Inclusion Team, along with the Home School Links Worker, will meet with parents/carers and children, ensuring that the appropriate paperwork is completed at this time. Bilingual support will be provided when available. Information about previous educational experience and any medical conditions will be gathered, and an additional information form will be completed and shared with the class teacher.
- Parents/carers and pupils will be introduced to the class teacher and relevant support staff, and a tour of the school will be provided.
- Parents/carers will be shown the entry and exit points, given information about school times, uniform, school meals and school communication.
- Reception and Key Stage One pupils may be inducted on a part-time basis, depending on their previous schooling, English proficiency, and confidence. Initial induction may range from one hour to half a day. For children starting with a shorter session, this may gradually increase as the child settles. In some cases, it may be beneficial for the parent to remain in school initially. Parents will be contacted if their child shows signs of distress during these early stages.
- Parents should be informed each day about the child's duration of stay for the next day. Staff will document this information to ensure clear communication.
- Decisions regarding the pace of the induction process will be made collaboratively between the class teacher, Inclusion Leader, and parents. The Headteacher and Deputy Headteacher should be informed and consulted if any issues arise.
- Newly arrived pupils will be placed in the 'Sunbeams' group (see Appendix A).
- A member of the Inclusion Team will assess the pupil within the first two weeks and communicate the results to the class teacher. Any concerns will be shared with the Headteacher, Deputy Headteacher, and SENCO. If necessary, appropriate support and a language programme will be implemented. For children arriving from outside the UK, a basic number screen test will be administered once the child has settled.

5. Induction within the Classroom.

- Staff and children will be informed in advance about the new pupil's needs (e.g., English language skills and required support) via an additional information form available on TEAMS.
- Staff will ensure the correct pronunciation of the pupil's name.
- The pupil will be introduced to the class, adults, and selected buddies, with multiple buddies chosen.
- The class will be reminded of the new pupil's potential feelings and support needs.
- After assessment, the pupil will join the Sunbeams group, focusing on spoken language development. Classroom support materials will be provided.
- Pupils sharing the same home language will be paired to facilitate communication.
- A visual timetable or picture key ring will be provided for younger pupils and those with limited English.
- Pupils with limited English will be paired with 'on-target' or more able peers for language modelling.
- Lunchtime supervisors and kitchen staff will be briefed on dietary needs.
- The class will be reminded of the importance of body language, smiles, and gestures in communication.
- Pupils with similar experiences will share their journey and offer support to the new pupil.
- Computers and iPads will be used to support learning, with staff assisting with logins until the pupil has their own account.
- Teachers will be informed of any siblings or pupils who speak the same language, with consideration given to their role in supporting or interpreting.
- Older pupils may be given opportunities to assist and build confidence.
- Additional language resources will be sourced as needed.
- The Inclusion Leader will be consulted for any concerns or support.

6. Special Educational Needs

New arrivals with potential Special Educational Needs will be identified early through parent information, previous settings' data, or staff concerns. If needed, the child will be added to the SEND register. Parents will be notified, and external agencies consulted as 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 and EAL Leaders, guided by the Headteacher, will ensure staff implement the policy.

8.2 They will support staff development, including curriculum planning, assessment, and INSET.

8.3 They will report to the Headteacher, Deputy Headteacher, Governing Board, and SLT.

We will review this policy on a yearly basis.

Signed:
Headteacher

Signed:
Co-Chair of Local Governing Board

Date: March 2025

Appendix A

Sunbeams Group

- New arrivals in Years 1-6 will join the Sunbeams group. Reception pupils will be supported by the Inclusion Team if needed.
- All new starters are welcome. Sunbeams staff and the class team will discuss whether the child requires continued support for language or nurture development.
- Sunbeams runs Monday- Thursday from 9:45 am to 10:45 am.
- The group is led by two members of the Inclusion Team.
- New pupils will be given a tour of the school, introduced to key staff and provided with photographs for reinforcement.
- A class buddy will be assigned to each new pupil.
- Each child will have a diary to track their progress.
- At the end of the first week, Sunbeams staff and the class teacher will complete a checklist to assess the child's progress. If the child has settled and no longer requires additional support, they will exit the group.
- To mark their successful completion, the child will receive a certificate, helping them understand and celebrate their transition out of the group.
- If the child remains in the group, targets will be set based on the Bell Foundation Assessment Framework. These targets will be personalised, such as "I can ask for help using English."
- The group's focus will be on nurturing, social skills, and basic language development.
- A language assessment will be conducted, with a follow-up assessment after four weeks. Children may exit at this point or continue for up to six weeks.
- Upon exiting the group, the child will receive a Bell Foundation Assessment profile, self-help pack (if needed), and a support plan. These will be reviewed termly by the Lead Learning Mentor or Inclusion/EAL Leader.