



The Spinney Primary School Policy on the Induction of New Arrivals to English

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations.

Aims and Objectives

At The Spinney School we are determined to meet the educational needs of all our pupils and to provide arrivals that are new to English with a safe and welcoming environment. We aim to ensure that pupils can see their languages, culture and identity reflected in the classrooms and the wider school and through an inclusive curriculum which celebrates diversity. We also aim to ensure that parents understand the new educational system in which their child is now a participant.

The school recognises that:

- All pupils are entitled to education and access to a broad and balanced curriculum;
- Pupils learn best when they feel secure and valued, whatever their home language, culture or religion;
- Newly arrived pupils, particularly those who arrive outside normal admission times, need additional support both educationally, emotionally and socially;
- It has a duty to promote race equality in line with the requirements of the Race Relations Amendment Act (2000);
- Parents need help to access information about the school curriculum and processes of learning.

Definition

This policy focuses primarily on meeting the needs of pupils who have arrived in school and are new to English. This could include the following:

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;

Individual movers – pupils who move without their family, for example looked after children and unaccompanied asylum seeking children;

Early years – children joining the Foundation class whose home language is not English.

What do new arrivals need?

All new arrivals to English have the right to enjoy a welcoming and safe environment within school. They need to know they are valued and that they belong, even if their stay is short. They need to have their language(s) recognised as a positive part of their identity and need opportunities to use their home language to support their learning and development of English.

Welcoming new arrivals

It is essential that from the first point of contact, new arrivals and their parents should be made to feel welcome in the school. All staff need to be aware of and sensitive to the potential difficulties new arrivals and their families may be experiencing.

Roles and responsibilities

Whole staff

Teachers, teaching assistants, governors and support staff all have a responsibility to welcome and support new arrivals, to identify and remove barriers, ensuring attainment is monitored and tracked.

Class Teacher

Is responsible for pastoral and academic needs and ensuring that the curriculum is delivered to meet newly arrived pupils' level of English, school experience and academic level.

Teaching Assistants

Teaching Assistants who work with newly arrived pupils may give limited 1:1 support through school or Ethnic Minority Achievement Service funding. They will liaise closely with parents along with the class teacher.

Lunchtime Supervisors

Lunchtime Supervisors have an important role in ensuring newly arrived pupils' needs are met during the lunch time.

Local Authority

The Local Authority also has a role through the Ethnic Minority Achievement Service (EMAS). Contact will be made with the service to assist with initial assessment, advice and resources. EMAS may be involved in assessment and monitoring of newly arrived pupils and in providing training to the school on a range of issues around English as an Additional Language (EAL) and race equality.

Admission

The Spinney will:

- Speak with parents/carers to gather a range of information (eg languages used in the home, previous schooling, exposure to English);
- Invite an interpreter to attend if parents/carers do not speak English;
- Ask parents/carers to bring in any reports, school texts and exercise books from the pupil's previous school.

We will also give introductory information to parents/carers about the school including:

- Information about the English school system;
- An outline of the school day;
- The homework system and how to support their child at home;
- Calendar of term dates;
- Uniform information;
- Lunch arrangements

The Spinney will share background details with school staff, as appropriate. We will:

- Establish a buddy system;
- Talk to the class about the child's country of origin and help other pupils to understand that the

- EAL pupil needs help with English;
- Display examples of the pupil's language and pictures of home country in school to welcome the pupil and family.

Assessment and Learning

The Spinney 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. However, when required EMAS may be contacted to assess the child in their first language.

After a settling-in period the child will be assessed to establish what support is required. This may include the following:

- Observation of the child's preferred learning styles;
- How the child performs various tasks;
- How the child engages in learning;
- How the child uses language in different settings.

This will be shared with parents and strategies put in place to support the pupil as appropriate which may entail:

- One-to-one teaching with a teacher or teaching assistant;
- Differentiated work
- Home/school link book;
- Support from other children with the same first language;
- Bilingual support from within school or County advisors (Credits).

Family and Community links

The Spinney Primary School is committed to include new arrivals' families in all aspects of school life. Parents/carers will be made to feel welcome and have a positive role to play with consideration being given to parents/carers' levels of English.

Monitoring and Evaluation

The newly arrived pupil will be closely monitored by the Inclusion Manager, Senior Leadership team, EAL teaching assistant and class teacher. The newly arrived pupil's views will be sought to help inform school evaluation.

Jess Lane-Inclusion Leader
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