

A Model Policy for the Induction of New Arrivals Ethnic Minority Achievement Service Dorset County Council

PRINCIPLES

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 as a result of **international migration**. However, it may be more widely 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
- ⓐ **Institutional movers** - pupils who change schools without moving home, including exclusions and voluntary transfers
- ⓐ **Individual movers** - pupils who move without their family, for example looked after children and unaccompanied asylum seeking children

AIMS

- ⓐ 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 understand the new educational system of which their child is now part

- 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

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. Senior leaders are responsible for ensuring attainment is monitored and tracked.

Co-ordinator for minority ethnic pupils / Inclusion Manager :

Is responsible for co-ordinating, monitoring and maintaining an overview of newly arrived pupils.

Class teacher / Tutor / Head of Year or House :

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 and will attend a training session delivered by EMAS.

Lunchtime Supervisors :

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

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 will 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 school will:

- arrange a meeting with parents/carers to gather a range of information (e.g. languages used in the home, previous schooling, exposure to English)
- invite an interpreter to attend if parents/carers do not speak English, who could be a contact from the community
- ask parents/carers to bring in any reports, school text and exercise books from the pupil's previous school

- ④ give introductory information to parents/carers about the school including:
 - information about the English school system
 - a plan of the school
 - an outline of the school day
 - the homework system and how to support their child at home
 - calendar of term dates
 - who to contact to get information about their child's work and progress and if they have any concerns
 - uniform or dress requirements with a labelled diagram and suppliers
 - lunch arrangements and a sample lunch menu including information of benefits such as free school meals
 - information about the local public library

(all of the above should be as visual as possible and translated if necessary/possible)

- ④ Share background details with school staff
- ④ Establish a buddy system
- ④ Ensure that pupils are not automatically placed in the bottom set where they are not cognitively challenged and do not access good models of English
- ④ Talk to the class about the new child's country of origin. Help other pupils to understand that the EAL pupil needs help with English, but has a complete language of their own which they could learn
- ④ Display examples of the pupil's language and pictures of home country in school to welcome the pupil and families

ASSESSMENT and LEARNING

- ④ The school will use the Qualifications and Curriculum Authority (QCA) Language in Common extended scales for EAL pupils to track and assess pupils in the early stages of English acquisition
- ④ This information will be shared with EMAS staff on monitoring visits, and with parents/carers alongside the school's usual assessment procedures
- ④ 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
- ④ It recognises that it is common for pupils to be silent for up to one year, and that this is an important learning process, in which previous experiences will be related to new contexts.
- ④ Pupils will be encouraged to use their home language where possible, and pupils literate in their first language will be encouraged to use it where appropriate

FAMILY AND COMMUNITY LINKS

- ④ The school's 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
- ④ Parents/carers will be made to feel welcome and have a positive role to play, whether as governors or helping in class
- ④ Links with English for Speakers of Other Languages classes for adults, community organisations, supplementary schools and religious groups will be established
- ④ Consideration will be given to the parents/carers' level of English in all communications with the home
- ④ The school will ensure that parents/carers are kept fully informed of the pupil's progress

MONITORING AND EVALUATION

- ④ The newly arrived pupil's progress will be closely monitored by the EAL co-ordinator and class teacher/ Head of Year using QCA scales and school assessment procedures.
- ④ Monitoring will include consideration of the pupil's well-being.
- ④ Review meetings with parents, involved staff and EMAS will be arranged
- ④ The newly arrived pupil's views will be sought, where appropriate, to inform school evaluation

Date of adoption:

Date for Review:

CONTACTS and SUPPORT MATERIALS

Ethnic Minority Achievement Service

Pupil and School Improvement

Children's Services

County Hall

Dorchester

DT1 1XJ

Tel: 01305 224664

Website: www.dorsetforyou.gov.uk/educ/emas

Initial Meetings with Parents

For further information on gathering information on pupils' background, see the EMAS Initial Pupil Profile and Parent Interview in the School Assessment Pack and the New Arrivals Excellence Guidance

Advice to Parents on the English Educational System

The publication *Learning Journey* is available from the DCSF website www.parentcentre.gov.uk in different languages

Interpretation and Translation

If further advice on finding an interpreter is needed, contact can be made with EMAS or the Bournemouth Interpreters Group at www.bournemouthinterpretersgroup.org/uk

Assessment

For further information and assessment tools for using the QCA Extended Scale for English Language:

- EMAS School Assessment Pack
- *A language in common: assessing English as an additional language* QCA (2000)
www.qca.org.uk/3359.html

Monitoring Well-being

Visual pupil-friendly questionnaires are included in the EMAS School Assessment Pack

KEY RESOURCES

New Arrivals Excellence Programme: Guidance, DVD of case studies, management guide, CPD modules

www.standards.dcsf.gov.uk/newarrivals

Aiming High: meeting the needs of newly arrived learners of EAL (DfES 1381-2005)

www.standards.dcsf.gov.uk/primary/publications/inclusion/newarrivals for more information on working with newly arrived isolated EAL pupils in settings that may have little access to EMA support

Aiming High: understanding the educational needs of minority ethnic pupils in mainly white schools (DfES 0416-2006)

www.standards.dcsf.gov.uk/ethnic_minorities/links_and_publications

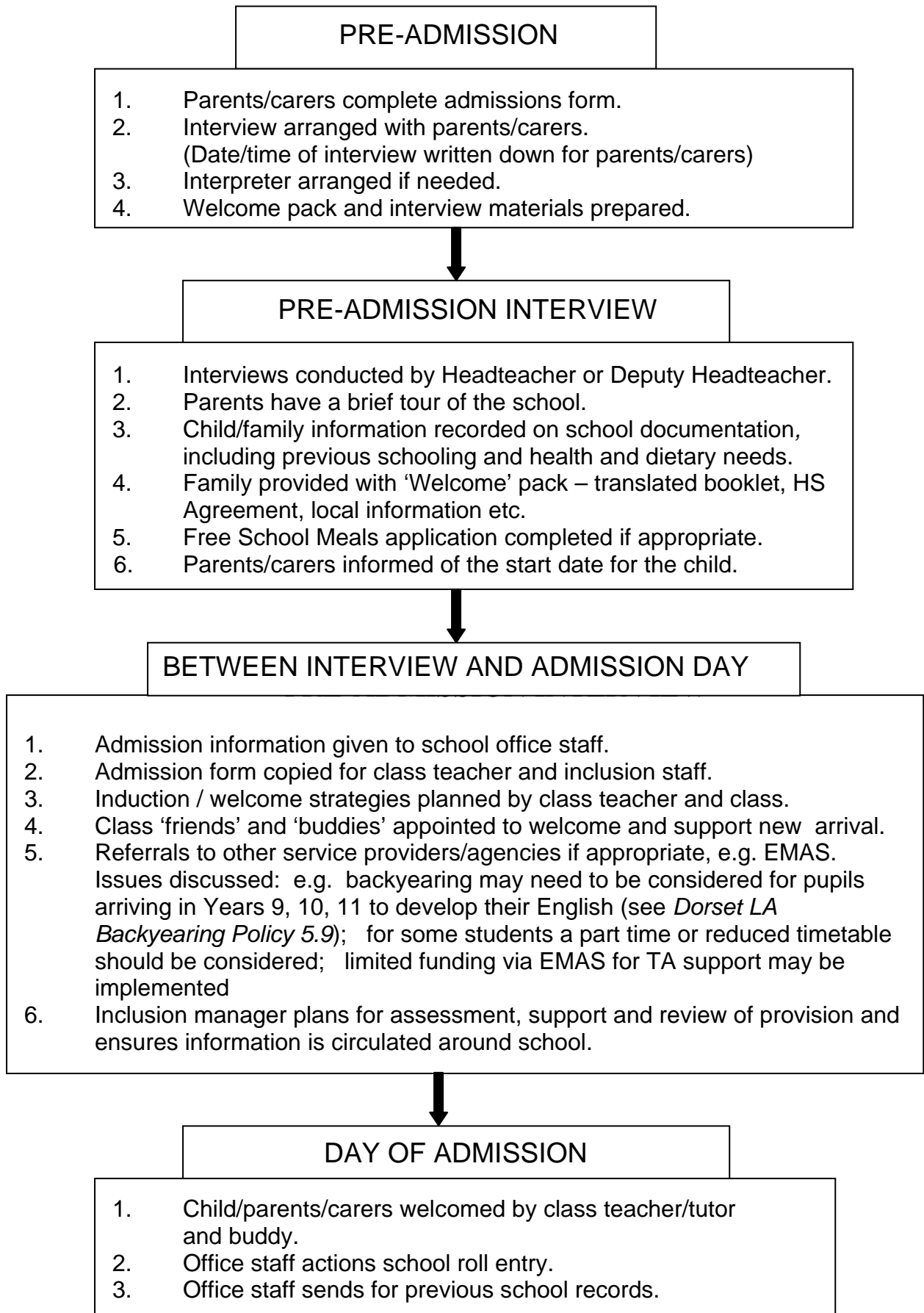
www.teachernet.gov.uk/whole-schoolissues for home school relations

DCSF: ethnic minority achievement unit, managing pupil mobility, new arrivals excellence

www.standards.dcsf.gov.uk/ethnic_minorities

Dorset for you website : www.dorsetforyou.gov.uk/educ/emas

PROCEDURE FOR ADMISSIONS OF NEW ARRIVALS



SUCCESS CRITERIA

End of Week 1

- To be relaxed and happy
- To be beginning to follow some of the conventions and routines of the classroom
- To be familiar with arrangements for school meal times
- To be familiar with location and use of cloakrooms and toilets
- To be beginning to interact socially with class peers

End of Week 3

- Come to school happily
- To be relaxed and happy in class
- To be familiar with geography of the school
- Can follow daily class routines
- To initiate contact (physical or verbal) with a teacher or teaching assistant
- To be settling to tasks in the classroom
- To be playing with others in the playground

End of first term

- To be relaxed and happy
- 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 if an EAL beginner