

## Introduction

At Alexander Hosea Primary School we are committed to giving all our children every opportunity to make excellent progress and attain the highest of standards, (with due regard to their individual, cultural, social and personal circumstances.) Within this ethos of achievement, pupils will be provided with the opportunity to experience, understand and celebrate diversity.

## Aims

- To take account of the cultural, linguistic and academic needs of newly arrived pupils and recognise the positive contribution newly arrived pupils can make to our school.
- To welcome new arrivals with a whole school approach, ensuring that we have a carefully considered process for welcoming new arrivals.
- To positively reflect the new arrivals' language and culture throughout the school environment
- To build partnerships with parents as an essential element of working with newly arrived children and to promote community cohesion through the teaching of British Values.

### 1. Preparing for the new arrivals

New arrivals to Alexander Hosea Primary School will be inducted according to actions recommended by Ethnic Minority and Traveller Achievement Service (EMTAS). These are as follows:

- Pupil/family arrives at school and requests school place/ following admissions placement.
  - School office staff obtain basic admissions information, if possible.
  - School office arranges date for parent/carer to meet head for parent interview and tour of school. Set date for pupil starting school, ensuring that this is after the parent interview date but no later than five days after the initial request for a place.  
*If necessary, arrange interpreting support for the meeting /interview (contact BCC Translating and Interpreting Service or use parent with shared language).*
  - Inform class teacher of pupil's name and start date. *Give class teacher EMAS induction guidance notes if appropriate, and ensure teachers' checklist for induction of newly arrived pupils is available in classroom*
  - Conduct parent interview on agreed date, using the Pupil Record form to record information
  - Issue School Prospectus and *Welcome booklet in first language if available. With permission, give parents contact details of families in school who share the same language*
  - Take pupil and family on tour of school, explain uniform requirements, school meals, arrangements for trips, equipment and PE requirements etc.
  - Introduce pupil/family to class teacher. If convenient, introduce pupil to new classmates. Give parents copy of weekly timetable (with visuals if possible).
  - Explain induction and assessment process to parents *while interpreter is still available*
  - Pass Pupil Record information to class teacher.
  - Pupil starts school.
- **NB. Pupil could start school on same day as parent interview providing class teacher has been given all necessary information arising out of parent**

**interview.**

The school will complete the 'teacher's checklist' in order to ensure every pupil has as positive a start as possible.

**2. Settling the pupil into school**

*NB Specific actions to support newly arrived English as an Additional Language (EAL) pupils and their families are in italics*

Once the pupil has been admitted to school and the teacher's checklist for induction has been completed the following actions will be undertaken.

- Establish a 'buddy' and TA induction support
- Pupil to be grouped with supportive role models
- Pupil to begin to be observed in class, *using "Observable Outcomes" checklist in guidance notes*
- Clear timetable to be established for any intervention activities eg *Step 1/2 language programme*
- Date set for pupil progress meeting at end of first six weeks in school to evaluate assessment evidence and establish EYFS points and National Curriculum Age Related Expectations (ARE)
- *Teachers will consult and use strategies suggested in guidance notes "Advice for teachers working with EAL pupils"*

**3. Gathering evidence for summative assessment**

*NB Specific actions to support newly arrived EAL pupils and their families are in italics*

- Early Years practitioners should take into account, if at all possible, the entitlement to assessments in first language when making judgements of the new pupil against the Early Years areas of learning and development
- Ongoing assessments will take place over a six week period at the end of which a judgement will be made about the National Curriculum ARE the pupil is operating at, in Literacy (Speaking/Listening, Reading and Writing) and Mathematics.
- During the ongoing assessment period the new pupil should have full access to the curriculum and formative evidence should primarily be obtained from pupil's responses to learning opportunities. Assessment for learning principles should be applied and next steps for pupil's learning clearly identified.
- *The assessment process must include gathering evidence of first language oracy and literacy skills e.g. use one of the language activities below to generate first language speaking/writing, and should include input from bi-lingual staff as available.*
- *Ongoing assessment of EAL pupils during the first six weeks will include assessing knowledge of basic everyday words in English using Step 1/2 language programme as recommended in guidance notes*

**Summative assessment and pupil progress meeting**

- Pupil progress meeting will take place six weeks after pupil arrives in school
- All staff involved with pupil should reach a consensus on pupil's Early Years areas of learning and development and National Curriculum ARE.
- *Language in Common extended scales (see guidance notes) should be used for EAL pupils, if appropriate*
- Staff to consider all evidence available e.g. observations, evidence from pupil's books (literacy, maths, science, topic etc), progress through Step 1/2 language programme, dual language texts and any written work in Level 1 to check literacy.

- Summative assessment should ensure that pupil is placed on (Early Years areas of learning and development *or pre- National Curriculum step descriptors*) National Curriculum AREs within six weeks of starting school. Monitoring progress should then become part of the mainstream school tracking cycle and fall in line with existing school policies.
- *EAL pupils may need action planning/ Individual Language Plans- contact EMTAS staff to attend pupil progress meeting if EAL expertise is needed*
- *Planning strategies and support for EAL pupils – use EMTAS target setting menu (see guidance notes) to plan next steps for pupil progress.*
- All information gathered in the first six week period must be shared with family at the next parents' evening. *Ensure interpreting support is available for families of EAL pupils.*
- Pupils who do not make expected progress from their baseline in Early Years Foundation Stage and National Curriculum may need additional investigation into their individual learning needs, initially through the school Special Educational Needs and Disability Co-ordinator (SENCO) and then in consultation with outside agencies.

#### 4. Working with parents

- Every opportunity should be made to work closely with the parents and ensure relevant information e.g. school newsletters are translated and a translator is provided for relevant meetings.

#### Conclusion

This policy has been screened for Equalities and Inclusion Assessment to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the Governors.

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