

International new arrivals POLICY 2023

Corrie Nursery and Primary School



Approved by: FGB

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International New Arrivals Induction Policy

Mission Statement

Corrie nurtures and encourages all children to realise their personal best and to fulfill their potential in the academic, sporting and performing opportunities provided in and out of school. Our carefully planned climate of celebration of pupil achievement includes a sense of enjoyment that childhood days will be remembered as fun. Our vision is of an environment where our children can develop the life skills necessary to become fully integrated members of society. Corrie aims to do this by providing a caring and stimulating learning environment where all are welcome, respected and encouraged to achieve the highest standards in both work and play. Through mutual respect and appreciation we aim to provide enrichment and enjoyment for everyone. By fostering support and loyalty we offer an environment in which we clearly value the contribution of each individual.

Corrie Primary School believes that all pupils have the right to feel safe, settled and valued. It is crucial, particularly when settling a child who may speak very little English that we follow the clear procedure set out in this policy.

We believe that:

- All new arrivals including refugees, asylum seekers and economic migrants from overseas have the right to enjoy a welcoming, safe and stress-free environment within school.
- They need to know that they are valued and that they belong even if their stay in our school is short.

- They need to have bilingualism recognised as a positive part of their intellectual development and they need opportunities to use their home language to support their learning and development of English.
- It is important that they are made to feel part of the normal lessons and learning environment as soon as possible in order not to experience marginalisation and exclusion.
- All new arrivals must be given learning opportunities that are accessible, relevant and purposeful within the context of the national Curriculum.
- New arrivals need to be able to see themselves, their languages, culture and identity reflected not only in the classrooms but also in the wider school and through an inclusive curriculum.

AIMS

1. To provide a warm welcome for New Arrival children and their parents and carers, this will reassure them that our school is a safe and caring environment.
2. To integrate Newly Arrival pupils into the life of the **school** as quickly as possible.
3. To integrate New Arrival pupils into the life of the **class** as quickly as possible.
4. To ensure that accurate information about a child's background and previous educational experience is gathered on admission.
5. To value and celebrate the skills and knowledge that new children bring to the school.
6. To ensure that the inclusion of new arrivals is a shared, whole school responsibility.
7. To ensure that each child enjoys access to the whole curriculum and is able to reach their full potential.
8. To prepare the school and the class to receive the new pupil/s.
9. To monitor the initial and ongoing progress of New Arrival pupils as part of whole school pupil tracking.

Induction Process for New Arrivals

New Arrivals Induction Flow Chart

Pupil/family arrives at school and requests school place/following admissions placement.

School office arranges date for parent/carer to meet head for tour of the school and for an interpreter where necessary. Set date for pupil starting school, ensuring that this is 2 days after the parent interview date but no later than 5 days after initial request for place.

If necessary arrange interpreting support for the meeting/interview (contact Stockport Translating and Interpreting Service) or use parent with shared language.

Inform class teacher of pupil's name and start date. Give class teacher child's PLP and copy of the admissions form along with teacher checklist. EAL TA to prepare essential resources for the class teacher for the new child.

EAL TA to conduct parent interview on agreed date, using the admissions form and PLP form to record information. Give welcome pack in first language if available and a copy of the class visual timetable. With permission give parent contact details of families in school who share the same language.

Take pupil and family on tour of the school. Explain uniform requirement, school meals, arrangements for trips, equipment and PE requirements etc.

Introduce pupil/family to class teacher. If convenient introduce pupil to classmates. Explain induction and assessment process to parent while interpreter still available.

Pass pupil record information to class teacher.

Pupil starts school.

Planning for a New Arrival

- Background Information - familiarise yourself with information from the initial interview e.g. preferred name and correct pronunciation and spelling, interests or hobbies, previous schooling experience, languages used at home or exposure to English.
- Administration - Research has shown that high cognitive challenge at an age-appropriate curriculum is important. Try to place with a buddy or with children who share the same language. Think about where they will sit, ensure they have books, a coat peg, tray etc;
- Class discussion - Ask the class to think about what might be difficult for a newly arrived child and discuss how they can help;
- Buddies - designating a buddy to help the child navigate round school, understand daily routines and ensure the new arrival won't be left alone at lunchtimes and playtimes. In KS1 designate two buddies as younger children may find it difficult to sustain throughout an entire day;
- Strategies for inclusion - speaking to the child in normal (not pidgin) English, including the child in every activity, showing the child how to do new tasks and talking through tasks while doing them;
- Language - learning a few words in the new language will enable all children to anticipate the new arrival so that they can show off their knowledge and, in the process, welcome the new arrival.

Teacher's Checklist for Induction of New Arrivals:

1	Discuss the new student's arrival, religious, cultural, linguistic background, individual needs with the class beforehand. Practise pronouncing his/her name correctly.	
2	Class learns to say welcome and hello in the appropriate language.	
3	Display written examples of the student's first language around the school e.g. classroom labels.	
4	Display a map of the county of origin, photos and basic information in the classroom.	
5	Delegate two buddies to look after the new pupil for the first few days. Rotate buddies every few days, if possible at least one buddy with shared first language.	
6	Provide visual/annotated timetable for the pupil with a list of equipment need e.g. PE/swimming kits and days for these and day for changing reading book.	
7	Provide an age appropriate dictionary e.g. picture dictionary, phrase book, bilingual dictionary.	
8	If there is another student in the school who speaks the same first language, enlist their help as appropriate.	
9	Ensure school newsletters, trip information etc. are explained to parents, and/ or translated (do not assume parents can read English).	
10	Agree system of communication with the family (home/school liaison book, regular meetings after school etc.) as per whole school system. Adapt to suit needs.	

11	Invite parents to come into class to gain an understanding of classroom organisation, management, expectations and teaching styles on at least 2/3 occasions.	
12	Ask parents if they would be willing to come into school to support their child, contribute their skills, join the PTA, and contribute to community cohesion initiatives e.g. use their first language and /or faith / knowledge to increase cultural diversity.	

Admission Day

- Welcome - Child / parents / carers welcomed by class teacher and buddies;
- Timetables / Visuals - Make the child aware of visual timetables or any other picture cues.
- Buddies - Buddies to take the child on a school tour of important areas e.g. toilets, cloakroom, water fountain.
- Fans or phrases - Provide fans with pictures and simple phrases which indicate if the child is thirsty, is feeling sad, sick, needs a pencil, needs to go to the toilet, is ok etc.
- Web Resources - Locate any appropriate web resources (2 Learn English, Google Translate, British Council Nexus Site) for use in lessons.
- TA's - Flexible deployment of TA's could provide an adult who is available to support the child.

Weeks 1 - 2

- Create a welcoming environment:
 - Signs displaying the child's home language.
 - Displays with positive images of people, places or things from the child's home country.
 - Classroom displays with the same sentence written in the different scripts of the different languages spoken in class.

- Dual language books and CD's.
- Clothing, cooking utensils etc from the child's home country.
- Children using their home languages for learning in the classroom.
- Stories, poetry and drama from the child's culture used in literacy.
- Recognise and celebrate cultural and religious events from the child's home country.
- Carry out initial assessment using NASSEA step descriptors.
- Pupil to be grouped with supportive pupils who can provide good language role models, not in SEN or low ability groups.
- Teach key 'survival' language (see 'Example Induction Programme' at the end of this policy).

Weeks 2+

- Set targets for each child using NASSEA step descriptors and based on outcome of initial assessment.
- Use these targets and suggested strategies to plan differentiated activities for new arrivals.
- At the end of each half-term review targets and set new ones. This will continue until the child is secure on each strand or until the class teacher determines they are no longer necessary to support the child's learning.

Terms 2-3

If a child is continuing to exhibit any of the following behaviours, consider requesting a First Language Assessment to help determine whether they may have needs additional to EAL:

- Lack of response.
- Problem with listening.
- Difficulty in progressing in areas of the curriculum other than English.
- Slow or little progress with reading.

- Difficulties with writing for a variety of purposes.
- Difficulty with handwriting.
- Behavioural, emotional or social difficulties.

Assessment

We believe that learners of English as an additional language are entitled to a fair and meaningful process of assessment, which pays attention to their distinctive needs and supports their language learning development.

Our school uses the NASSEA EAL Assessment Framework to assess our EAL pupils. This framework is intended for use as a formative assessment by teachers. The Steps relate to the day-to-day assessment of pupils' learning as part of teaching and uses the insight gained from informal assessment to help pupils make progress with their curriculum work. More specifically, they are designed to assist teachers in:

- recognising the language accomplishments made by many of the EAL learners-users as they move through the various stages in the long process of developing English language competence in ordinary curriculum and school contexts
- gaining an overview of the long term EAL developmental trajectories; this professional knowledge of EAL development is vitally important in any attempt to assist pupils to make progress with their language development through the curriculum on a day-to-day basis
- developing professional expertise in noticing pupil EAL accomplishment, diagnosing language learning needs,
- and offering informed guidance to lead pupils to achieve their next level of learning.

Example of an Induction Programme

Basic vocabulary, language functions and sentence patterns

i) Basic vocabulary areas:

Vocabulary targeted should be guided by the curriculum of the whole class. Teach beginners key vocabulary which relates to the lesson topic. For example, if the topic is electricity we focus on the basic vocabulary of the topic such as wire / crocodile clip / battery / bulb / positive / negative etc.

However, for children new to English, it is often helpful to focus on a few practical areas of vocabulary that they will need immediately in their life in school. The following list is not comprehensive but does indicate the type of vocabulary that could be taught in the first few weeks.

vocabulary areas	examples of words to be taught
1. Social language	please thank you sorry hello goodbye etc.
2. Classroom objects	pencil rubber book board chair table carpet tray folder door felt-tip paint scissors glue rubber ruler milk crisps etc.
3. Areas of the school	classroom hall playground toilet dining hall office stairs staff-room library corridor car-park upstairs downstairs etc.
4. School routines	assembly playtime dinner time whistle home time etc.
5. Clothes	shoes dress coat trousers trainers shorts swimming costume towel shirt blouse vest pants T-shirt socks jumper etc.
6. Parts of the body	head face eyes ears hair nose mouth teeth tongue body arms hands legs feet etc.
7. Health	tummy ache toothache earache cut bleed hurt broken/etc.

8. Colours	black white red blue green yellow (beware colour blindness)
9. People	girl boy man woman children teacher etc. names of the teacher headteacher other children support staff etc.
10. Family	mother father sister brother
11. Reading	book page word picture story etc.
12. Maths - counting	1 - 10, 10 - 20, 20 - 100, etc.
13. Maths - money	pound penny
14. Maths - computation	add take away multiply divide more less etc.
15. Maths - shapes	square circle triangle rectangle etc.
16. Maths - measuring	
17. Meals / food	breakfast, dinner, tea, supper food usually served for school dinners, other food as necessary
18. Meals / utensils	plate knife fork spoon bowl rubbish bin cup saucer mug chop sticks hands etc.
19. Instructional verbs (classroom)	sit down stand up stand still write stop draw colour paint listen line up go and get show me your etc.
20. Instructional verbs (PE)	jump hop climb roll throw catch etc.
21. Street (nouns)	road pavement zebra crossing traffic lights etc. shop house car lorry van etc.
22. Street (verbs)	look cross stop be careful go etc.

23.time	now yesterday tomorrow last week next week dinner time play time home time 9 o'clock half past seven etc.
24.House - outside/rooms	roof door wall garden etc. sitting room bedroom kitchen etc. upstairs downstairs
25.House - furniture	bed bath cooker etc.
26.Days /months	Monday, Tuesday, March, April, etc.
27.Weather	cold hot rain sunny etc.

The vocabulary listed above could be extended

Body	fingers toes shoulders knee ankle wrist bottom stomach lips back
Colours	grey pink brown silver gold orange
Clothes	gloves scarf plimsolls sweater sweatshirt hat cap
Family	grandfather cousin aunt uncle etc.

ii) Functions and sentence patterns

As well as teaching individual words, it is important that pupils are taught sentence patterns. The following lists some key language functions and associated sentence patterns which are useful for beginners.

Functions	Sentence patterns
Identifying objects	What's this? It's a What are these? They're Is this a? Yes it is Not it isn't Are these? Yes they are? No they aren't
Polite English <ul style="list-style-type: none"> • asking for things • asking for permission 	Can I have a/some please? Can I go / etc. to please/ I'm sorry. Excuse me.

• apologising	
Identifying actions	<p>What are you doing? I'ming</p> <p>What is s/he doing? S/he'sing</p> <p>Are you? Yes I am No I'm not.</p> <p>Is s/heing? Yes s/he is/ No s/he isn't. etc.</p>
Locating objects	<p>Prepositions:-</p> <p>Where's the / my / your?</p> <p>It's here / there It's on / in / under / beside /etc.</p>
Describing problems	<p>What's the matter?</p> <p>I've hurt / lost / broken</p> <p>My hurts / is broken / is missing etc.</p>
Expressing likes/dislikes	<p>Do you like?</p> <p>Yes I do / No I don't.</p>
Expressing possession	<p>That's mine / his / her / ours etc.</p> <p>I've got a Have you got a? Yes I have / No I haven't</p>
Describing objects	<p>What colour is this? It's red / blue etc.</p> <p>How big/long/wide is this? It's ... cm long / wide.</p> <p>They're the same / different.</p> <p>What's it made of? It's made of wood / paper etc.</p>
Counting	<p>How many ... are there? There is / are ...1/2/3/etc.</p> <p>a lot many some a few etc.</p>
Describing ability	<p>I can Can you? Yes I can No I can't.</p>
Reporting and narrating	<p>Simple past tense:-</p> <ul style="list-style-type: none"> • I went/saw/played etc. • Did you go /see / play etc.? Yes I did/No I didn't. <p>yesterday, last week</p>
Describing lifestyles and regular events	<p>What does a chemist bus driver etc. do?</p> <p>What do you do after school? etc.</p>

Predicting the future	I'm going to be an astronaut actor zoo keeper ... We will look at that tomorrow. I'm holding a party on Saturday etc.
Referring to past and present	I've hurt broken lost my Has s/he gone seen written etc.
Expressing obligation	You must mustn't have to ought to should

Signed:

Coordinator: Mr. Simon Griffin

Date discussed with staff: March 2023

Date discussed with Governors:

Date of review: Spring 2025