

## **New Arrivals Policy - 2016**

### **Compliance**

This policy has been written with reference to the following guidance and documents:

- Equality Act 2010
- UN Convention on the Rights of the Child 1989

### **Introduction**

Our school motto, "**Including all learners and achieving great things**" sums up our vision and is applicable to all our pupils, their families, our staff and other members of the wider community. We understand that for some of our school community the barriers to learning and achievement are significant and we work tirelessly to ensure that all are included meaningfully in the life and work of the school.

As a Rights Respecting School we celebrate the fact that many of our children speak more than one language and acknowledge their ability to use a variety of community languages. At Halley, the learning, achievement, attitudes and well-being of all children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's varied life experiences and needs.

### **Aims**

Our aim is to identify and remove pupil's barriers to learning and enable them to make progress relative to their starting point, including new arrivals. We support all pupils to access the curriculum and help them become confident in speakers, readers and writers, communicate effectively with their peers and other adults.

We aim for all of our children to become:

- Successful learners who achieve and enjoy learning
- Confident individuals who can live safe and healthy lives
- Responsible citizens who make a positive contribution to society and achieve economic well being

## **Roles and Responsibilities**

It is the duty of all staff to provide a warm welcoming environment for vulnerable children and their families. All children including new arrivals are the responsibility of everyone within the school.

## **Prior to Arrival**

Preparations will be made prior to the pupil's arrival to ensure that their first day runs smoothly. The school will conduct a thorough admissions process; gathering an understanding of the family background and composition, including the pupils learning and medical needs.

Families will be informed of the school uniform and school equipment required and where this can be purchased. The head teacher or member of the senior leadership team will discuss the school policy, attendance procedures and home school agreement and introduce the key members of staff working with the pupil; head teacher, assistant head teachers, class teacher and inclusion team.

## **Access to the Curriculum**

At Halley we strive to present the best possible learning opportunities to our children and continually review and evaluate the curriculum being offered. Our curriculum is designed to meet the current and future needs and aspirations of our children as well as make the most of the learning opportunities offered by the richness and diversity of the cultures and environment on our doorstep. Approximately 89% of pupils at Halley speak English as an additional language; we therefore believe that good quality provision for new arrivals is good teaching for all children. This will include the use of visuals, clear explanations and concrete materials as part of normal classroom practice.

All children at Halley Primary School follow the requirements of the National Curriculum. Children who are new arrivals may require a focused targeted intervention group to help address any underlying gaps. Support staff will provide interventions to pupils outside of class and work in partnership with class teachers within the classroom. The majority of children who attend Halley are of Bangladeshi descent and speak more than one language. Sharing a common language and cultural background supports the children and their families to feel included. New arrivals will be buddied with a more confident pupil who speaks the same language or with an English speaking pupil as appropriate, who can provide language support as well as emotional support and friendship. All staff will recognise that

new arrivals to Halley might have barriers to their learning and/or their emotional well-being. They might speak a minority language or have fled from a country of war or conflict. They may have had a lack of or disrupted schooling, a turbulent family life or been exposed to violence. These barriers might be social, economic, cultural or linguistic. This will involve supporting individual children or small groups of children in their learning. We will continue to provide a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.

## **Assessment**

New arrivals and pupils who are new to English will be observed informally in the classroom. If it is clear that a pupil's fluency levels are low then they will be assessed using the First Language assessment by class TA, Inclusion Advocate or Learning Mentor.

We will carry out ongoing recording of attainment and progress in line with agreed school procedures for new arrivals; using running records, phonics assessments sight words and Sandwell. We will monitor the progress made at least half termly and then highlight children in need of targeted support, during School Self-Evaluation or SEN one-to-one meetings. Progress will be monitored by the class teacher and support staff running interventions.

At Halley we recognise that a child's spoken language and socialisation will develop quicker than their ability to access the academic language of the classroom.

## **General strategies**

There are general procedures that we will follow to support new arrivals in the school.

- All members of staff will be made aware of a pupil's arrival and language needs by the head teacher.
- Classes will provide a welcoming environment and celebrate diversity.
- All members of staff will recognise that pupils may come from war-torn countries at conflict or have different cultural experiences and may need an adjustment period to changes. The pupil may exhibit behaviour that it is not anticipated within the school environment and adjustments are made around them.
- All members of staff will recognise that if pupils are new to English they may have a period of observing and this is a normal stage to go through.
- In an emergency situation the school will endeavour to provide a First Language Interpreter from a neighbouring school or Local Authority. The school may signpost

parents to other families within the school who share the same language or cultural background.

### **Signs of Integration**

As a school we consider the following to be signs of integration for new arrivals;

- Pupils are comfortable in the school environment.
- Pupils know the names of adults and peers in the classroom.
- Pupils have the right school uniform and equipment.
- Pupils are attending after school clubs if they choose.
- Parents understand systems within the school: what to do if their child is absent, know the start and end of the school day (collection time), have made arrangements for medicine if necessary and ensure that their child is completing homework.
- Parent and/or child feel comfortable approaching staff if there is a concern.
- Pupils are able to access the curriculum.
- Pupils are making progress relative to their starting point.
- Pupils are attending school regularly.
- Pupils have friends within their classroom.

### **Monitoring and Evaluating**

Senior staff and Governors will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any current concerns.