



New Arrivals Policy



**A Policy and Guidance for the Induction
and
Assessment of New Arrivals**

Hearsall Community Academy 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.

Our aims are:

To take account of the cultural, linguistic and academic needs of newly arrived pupils and recognise the positive contribution they make to our school.

Welcome new arrivals with a whole school approach, ensuring that a have a carefully considered process for welcoming all new arrivals and representation throughout the school environment.

Build partnerships with parents as an essential element of working with newly arrived children.

Ensure newly arrived pupils make accelerated progress across all areas of the curriculum.

New arrivals are:

- International migrants - including refugees, asylum seekers and economic migrants from overseas.
- Internal migrants - including pupils joining schools as a result of moving home within the U.K
- Institutional movers - pupils who change schools without moving home
- Individual movers - pupils who move without their family - e.g looked after pupils.
- Induction of new arrivals:
- Before and after admission to Hearsall Community Academy we will work to ensure every pupil has as positive a start as possible.
- Settling the pupil into school:
- Once the pupil has been admitted to school and the teachers checklist for induction has been completed the following actions will be undertaken.
- Complete the New Arrivals Checklist (Appendix 1)
- Pupil to be grouped with supportive role models.
- Pupil to begin to be observed in class.
- Clear timetable established for any intervention groups.
- Gathering evidence for summative assessment

On-going assessments will take place over a six week period at the end of which a judgement will be made about the level the pupil is operating at, in English (speaking/listening, reading and writing) and Mathematics.

Early Years practitioners should take account, if possible, the entitlement to assessments in first language when making judgements of the new pupil against the Early Years Areas of Learning and Development.

On-going assessment of EAL pupils during the first six weeks will include assessing knowledge of basic everyday words in English. Summative assessment and pupil progress meeting

Children will be assessed using the Language in Common record to monitor initial progress. When appropriate, which could be up to two years, the pupil will be placed on National Curriculum ARE. Monitoring progress should then become part of the mainstream school tracking cycle involving pupil progress meetings.

All information gathered in the first six week period should be shared with the family at the next parents evening. Interpreting support should be available where necessary.

Induction and Assessment of Newly Arrived Policy agreed on

Date _____

Review date _____

Appendix 1; Background information

Appendix 2; Guidelines for Newly Arrived Pupils Admissions Procedure

Appendix 3; Induction of Newly Arrived Pupils at Hearsall Community Academy

Background information on newly arrived pupils

Child's Name	
Ethnicity	
Home languages spoken	
Start date at school	
Father/mother/family carer info	
Immigration status	
Religious beliefs/practices	
Dietary practices	
Are there any other families sharing their language and background?	

Copies to be shared with Standard's Leader, Class Teacher and Phase TAs