



# 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.

For all members of the school community to welcome new arrivals to school and their families and ensure that the school environment supports this.

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 Whittle 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/buddied up with same language pupils where possible.
- Immersed within the classroom setting.
- Pupil to begin to be observed in class.

- Clear timetable established for any intervention groups to support with basic language skills as needed.
- 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 Newly Arrived pupils during the first six weeks will include assessing knowledge of basic everyday words in English.

The progress children make against their initial baseline assessments will be monitored. When appropriate, which could be up to two years, the pupil will be assessed against the 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; In-Year Admission Induction Check List

Appendix 2; Guidelines for Newly Arrived Pupils Admissions Procedure

Appendix 3; Induction of Newly Arrived Pupils at Whittle Academy

## In-Year Admission Induction Check List



The following information should be gathered for all newly arrived children who have had an in-year admission.

<b>Name</b>		<b>Date of Birth</b>	
<b>Codes</b>			

### Background Information

<b>Child's Name</b>	
<b>Ethnicity</b>	
<b>Home languages spoken</b>	
<b>Start date at Whittle Academy</b>	
<b>Date of arrival in the UK</b>	
<b>Father/mother/family/carer info</b>	
<b>Immigration</b>	
<b>Religious beliefs/practices</b>	
<b>Dietary practices / Known allergies</b>	
<b>Are there any other families sharing their language and background?</b>	
<b>Any other relevant information: (previous schooling, SEN, family circumstances etc.)</b>	

<b>Initial parent / child meeting</b>	
<b>Reason for leaving previous school</b>	
<b>Child likes / dislikes</b>	
<b>Class allocation</b>	
<b>Questions for parent</b>	

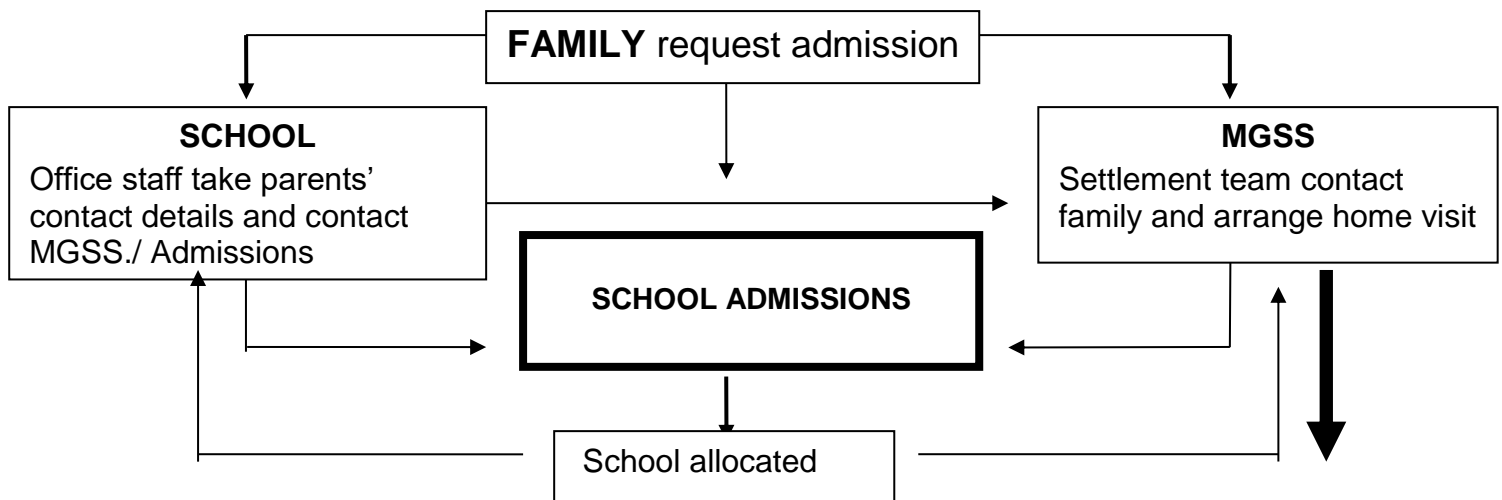
<b>Initial information from previous school (if available)</b>						
<b>Information from previous school</b>						
<b>Attainment on Entry</b>	Reading		Writing		Maths	
<b>Prior Attainment from Previous Key Stage</b>	Reading		Writing		Maths	
<b>Pastoral Information</b>						

<b>Any other information</b>	
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# Guidelines for Newly Arrived Pupils

## Admissions Procedure



Family attend admission meeting. Admission form completed, including background information sheet; also New Arrivals Grant form.

Class teacher informed of new arrival and given background information.

Multilingual support for pupil arranged with MGSS, if required/available.

MGSS settlement team **set date** for admission meeting at school with member of Senior Management team.

Interpreter booked to attend meeting if required.

Parents / pupil taken on tour of school to meet class and class teacher.

Parents /pupil given / information on term dates, school hours, lunchtime arrangements, uniform etc.

Pupil starts school on **agreed** date (usually Wednesday).

Welcomed by class teacher and children; introduced to buddy.

Inclusion Register updated by **Inclusion Lead**.

After initial period, class teacher/ EAL Lead/learning mentor responsible for newly arrived pupils organise initial observations and language and mathematics assessments.

Assessment information passed to relevant staff. (INC Manager, Admin, Class teacher, TA)



## Induction of Newly Arrived Pupils at Hearsall Community Academy

Name \_\_\_\_\_

Class \_\_\_\_\_

### Pre admission

Task	By whom	Date
• Hold Induction Meeting with parents and children	Head Teacher	
• Walk children around school and agree start date	HT	
• Ensure all relevant information is cascaded appropriately.	HT and EAL lead	
• Have a welcome book ready as needed	EAL Lead/ EMA TA	

## Day One

Task	By whom	Date
<ul style="list-style-type: none"><li>• Ensure that the 'In Year Admissions Checklist' for Newly Arrived learners is completed with any relevant background information.</li></ul>	HT/EAL Lead	
<ul style="list-style-type: none"><li>• Ensure child has buddies and that the buddies know what they are expected to do</li></ul>	Learning Mentor/Class teacher	
<ul style="list-style-type: none"><li>• Check that books, drawers and coat pegs are labelled.</li></ul>	Class TA	
<ul style="list-style-type: none"><li>• Introduce child to DRA and ensure that they are aware of dietary needs. Ensure they are aware of any relevant issues.</li></ul>	EMA TA	
<ul style="list-style-type: none"><li>• Alert SMT and class teacher to any immediate concerns regarding wellbeing and share any other information regarding education and home background</li></ul>	ALL Staff	



## During first week

<ul style="list-style-type: none"> <li>• Contact MGSS to request MLA support if appropriate</li> </ul>	Inclusion Manager	
<ul style="list-style-type: none"> <li>• Display basic greetings in first language in class room by using Language of the Month website <a href="http://www.newburypark.redbridge.sch.uk/langofmonth/awards.pdf">http://www.newburypark.redbridge.sch.uk/langofmonth/awards.pdf</a></li> </ul>	Class Teacher	
<ul style="list-style-type: none"> <li>• Make contact with parents and arrange regular liaison before or after school, or via a diary</li> </ul>	EMA TA/Class teacher	
<ul style="list-style-type: none"> <li>• Produce a visual timetable for pupils as appropriate</li> </ul>	EMA TA	
<ul style="list-style-type: none"> <li>• Obtain bilingual dictionary for children in Upper Key Stage 2 to support Literacy skills in their home language</li> </ul>	EMA TA	
<ul style="list-style-type: none"> <li>• Make time to observe child during difficult times of day (start of day, lunch and break time) and report relevant information to class teacher</li> </ul>	Class TA	
<ul style="list-style-type: none"> <li>• Ensure class teacher knows how to use Clicker 7 "English For Beginners" and other suitable IT resources and that they are available on the class computer</li> </ul>	IT Manager	
<ul style="list-style-type: none"> <li>• Liaise with class teacher to ensure parents know about PE days, homework schedules, holiday dates and school times</li> </ul>	EMA TA/Class teacher	

## During first half term

<ul style="list-style-type: none"> <li>• Use "All About Me" to gain information about family background and share information as appropriate</li> </ul>	Learning Mentor	
<ul style="list-style-type: none"> <li>• Spend a few minutes morning and afternoon with the child to get to know them</li> </ul>	Class teacher / Learning Mentor	
<ul style="list-style-type: none"> <li>• Take regular language samples as a record of progress and feed back to class teacher</li> </ul>	EMA TA	
<ul style="list-style-type: none"> <li>• Carry out New Arrivals initial assessment and cascade information to Inclusion Manager and Class teacher</li> </ul>	EMA TA	
<ul style="list-style-type: none"> <li>• Support learning by alerting teachers to key resources/visuals</li> </ul>	EMA TA	
<ul style="list-style-type: none"> <li>• Watch for signs of tiredness or changes in behaviour and alert key staff</li> </ul>	All staff	
<ul style="list-style-type: none"> <li>• Be alert to changes to normal routines/information that parents may need to know about (eg; school trips, family assemblies, swimming, visits to church, bumped head letters.)</li> </ul>	EMA TA/ Class teacher	
<ul style="list-style-type: none"> <li>• Monitor book bag to ensure that communication with home is taking place</li> </ul>	EMA TA	