

## Induction of Newly Arrived Pupils Policy

<b>Author/Person Responsible</b>	Headteacher
<b>Date of Ratification</b>	March 2023
<b>Review Group</b>	Standards & Inclusion Committee
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<b>Review Frequency</b>	Every 2 Years Subject to LA and/or national policy change
<b>Review Date</b>	March 2025
<b>Previous Review Amendments/Notes</b>	July 2013 Oct 2017 May 2018 Jul 2020 Nov 2020 Nov 2022
<b>Related Policies</b>	Inclusion Policy Admissions policy EYFS Policy

### Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices:</b>	Admissions	<b>DATE:</b>	
<b>EIA CARRIED OUT BY:</b>	S Botten	<b>EIA APPROVED BY:</b>	S Botten

#### Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
<b>Gender reassignment</b> (transsexual)		X
<b>Marriage and civil partnership</b>		X
<b>Pregnancy and maternity</b>		X
<b>Racial groups</b> (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X
<b>Religion or belief</b> (practices of worship, religious or cultural observance, including non-belief)		X
<b>Sex</b> (male, female)		X

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Sexual orientation (gay, lesbian, bisexual; actual or perceived)		x
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Any adverse impacts are explored in a Full Impact Assessment.

## 1. Introduction

At Blackhorse Primary School we are committed to creating and maintaining a safe and secure environment for all of our children and to promote a climate where children feel confident to celebrate their skills and knowledge. Our key school values of **respect**, **pride**, **bravery** and **success** underpin everything that we do. This policy is a statement to ensure that our EAL (English as an Additional Language) children fulfil their potential as learners and celebrate their home language in our setting. The term 'new arrivals' refers to children starting 'in year' at any time other than the beginning of Reception.

Blackhorse Primary School each child regardless of ethnic group, age, disability, Special Educational Needs and gender will have access to the school curriculum (National Curriculum, EYFS or Pivats (SEN Curriculum)). Our aim is that our curriculum will stimulate our pupil's interests and instill a love of learning. It will allow opportunities for children to understand about different cultures e.g. visits to places of religious worship, talks from parents whose first language is not English, celebrating different cultural events within school e.g. cooking.

### 1.1 At Blackhorse Primary School we will:

- Welcome new arrivals with a whole school approach, ensuring that we have a carefully considered process for welcoming all new arrivals especially those with English as an additional language
- 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
- Positively reflect the new arrivals' language and culture throughout the school environment
- Build partnerships with parents as an essential element of working with newly arrived children

## 2. Preparing for the new arrival

New arrivals to Blackhorse Primary School will be inducted according to the actions in the flow chart below

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

### New arrivals induction flow chart

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/ *EAL coordinator* 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 initial request for place



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*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 (see guidance notes) is available in classroom*



Conduct parent interview on agreed date, using the Pupil Record form to record information (see guidance notes). 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, 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.**

### **Teacher's checklist for induction of new arrivals – see guidance notes**

Before and after admission to Blackhorse Primary School we will complete the teachers' checklist in order to ensure every pupil has as positive a start as possible.

### **3. Settling the pupil into school**

*NB Specific actions to support newly arrived 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.

- 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 e.g. *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 attainment levels
- *Teachers will consult and use strategies suggested in guidance notes "Advice for teachers working with EAL pupils"*

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### 4. Gathering evidence for summative assessment

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

<ul style="list-style-type: none"><li>Ongoing assessments will take place over a six week period at the end of which a judgement will be made about the attainment level the pupil is operating at, in Literacy (Speaking/Listening, Reading and Writing) and Mathematics. This could include the use of Solihull Language Competency Framework (a copy can be obtained from the EAL Lead)</li></ul>
<ul style="list-style-type: none"><li>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</li></ul>
<ul style="list-style-type: none"><li>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 class work. Assessment for learning principles should be applied and next steps for pupil's learning clearly identified</li></ul>
<ul style="list-style-type: none"><li>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.</li></ul>
<ul style="list-style-type: none"><li><i>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</i></li></ul>

### 5. Summative assessment and pupil progress meeting

<ul style="list-style-type: none"><li>Pupil progress meeting will take place six weeks after pupil arrives in school</li><li>All staff involved with pupil should reach a consensus on pupil's National Curriculum AREs/ Early Years areas of learning and development</li><li><i>Language in Common extended scales (see guidance notes) should be used for EAL pupils, if appropriate</i></li><li>Staff to consider all evidence available e.g. observations, evidence from workbooks (literacy, maths, science, topic etc.), progress through Step 1/2 language programme, dual language texts and any written work in L1 to check literacy, etc.</li><li>Summative assessment should ensure that pupil is placed on National Curriculum AREs /Early Years areas of learning and development <i>or pre- National Curriculum step descriptors</i> 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</li><li><i>EAL pupils may need action planning/ Individual Language Plans - contact EMAS staff to attend pupil progress meeting if EAL expertise is needed</i></li><li><i>Planning strategies and support for EAL pupils – use EMAS target setting menu (see guidance notes) to plan next steps for pupil progress.</i></li><li></li><li>All information gathered in the first six week period must be shared with family at the next parents' evening. <i>Ensure interpreting support is available for families of EAL pupils</i></li><li>Pupils who do not make expected progress onto National Curriculum levels may need additional investigation into their individual learning needs, initially through the school SENCO and then in consultation with outside agencies</li></ul>
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## **Induction and assessment of new arrivals – guidance notes**

### **Guidance for policy section 1 – preparing for the new arrival**

- New arrivals induction flow chart – roles and responsibilities checklist
- Pupil Record Form
- Parent interview guidance
- Teachers' checklist for the induction of new arrivals:  
[http://www.emas4success.org/docs/word/NewtoEnglish/AdviceGuidance/Advice\\_and\\_Guidance\\_on\\_Pupils\\_New\\_to\\_English.doc](http://www.emas4success.org/docs/word/NewtoEnglish/AdviceGuidance/Advice_and_Guidance_on_Pupils_New_to_English.doc)

### **Guidance for policy section 2 – settling the pupil into school**

- Observable outcomes , classroom observation checklist
- Links to EMAS games for new to English pupils:  
<http://www.emas4success.org/newtoenglish/TeachingMaterials/index.htm>
- Links to Step1/2 basic English language programme:  
[http://myweb.tiscali.co.uk/beginners/step\\_1.htm](http://myweb.tiscali.co.uk/beginners/step_1.htm)
- Advice for teachers working with EAL pupils

### **Guidance for policy section 3 – gathering evidence for summative assessment**

- Link to Language in Common:  
[http://www.emas4success.org/docs/word/NewtoEnglish/AdviceGuidance/EAL\\_Pupil\\_Assessment\\_Pack.doc](http://www.emas4success.org/docs/word/NewtoEnglish/AdviceGuidance/EAL_Pupil_Assessment_Pack.doc)  
  
[Pages 8-9](#)
- Link to Action planning for New to English pupils target menu:  
[http://www.emas4success.org/docs/word/NewtoEnglish/AdviceGuidance/Action\\_Planning\\_for\\_Early\\_Bilingual\\_Learners.doc](http://www.emas4success.org/docs/word/NewtoEnglish/AdviceGuidance/Action_Planning_for_Early_Bilingual_Learners.doc)

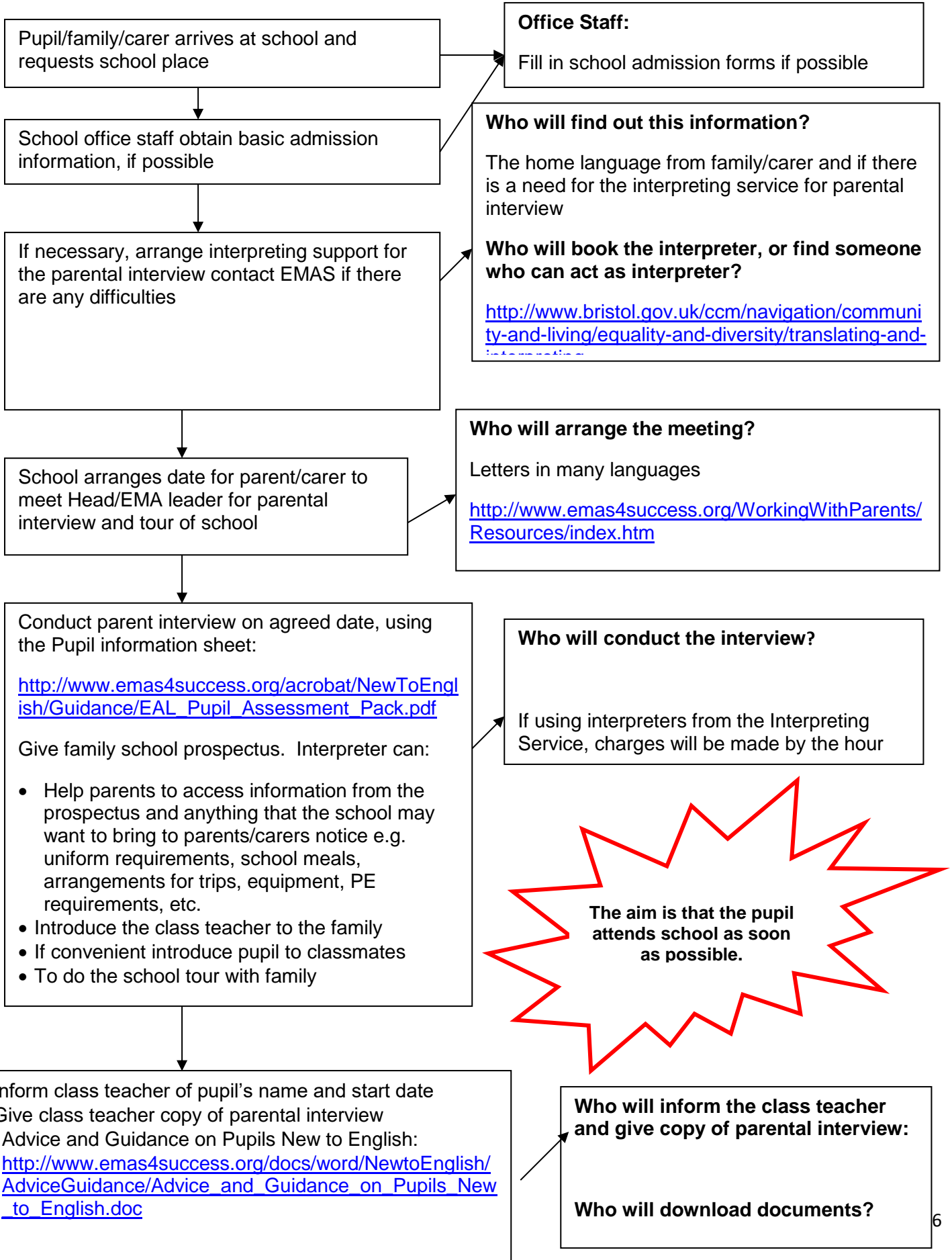
### **General guidance**

- Website links and information
- Pupil/family feedback proforma to gather information about how pupils and families felt about the way they were welcomed into school/
- EMAS assessment pack on website:  
[http://www.emas4success.org/docs/word/NewtoEnglish/AdviceGuidance/EAL\\_Pupil\\_Assessment\\_Pack.doc](http://www.emas4success.org/docs/word/NewtoEnglish/AdviceGuidance/EAL_Pupil_Assessment_Pack.doc)

***If at any time there is a concern that pupil progress may be affected by SEN or SEN/EAL issues then the Inclusion leader should contact EMAS for advice***

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## Section 1 Preparing for the new arrival-induction flow chart guidance



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### Section 1 Preparing for the new arrival

#### Teachers' checklist for induction of newly arrived pupils

Name of pupil:

Date of admission:

Tick/date

1	Discuss the new pupil's arrival with the class beforehand and practise pronouncing his/her name correctly	
2	<i>Class learns to say 'welcome' and 'hello' in the appropriate language</i>	
3	<i>Display written examples of the pupil's first language around the school e.g. classroom labels</i>	
4	Display a map of the country 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, <i>if possible at least one buddy with shared first language</i>	
6	Provide a visual/ annotated timetable for the pupil with list of equipment needed e.g. PE kit, swimming kit, etc.	
7	Provide an age appropriate dictionary e.g. picture dictionary, <i>phrase book, bilingual dictionary</i> , etc.	
8	<i>If there is another pupil in the school who speaks the same first language, enlist their help as appropriate</i>	
9	Ensure school newsletters, trip information etc. are explained to parents , <i>and/or translated (do not assume parents can read English)</i>	
10	Agree system of communication with the family (home-school liaison book, regular meetings after school etc.) as per whole school systems	
11	Ask parents if they would be willing to come into school to support their child, contribute their skills, join the PTA , contribute to community cohesion initiatives e.g. <i>use their first language and /or faith knowledge to increase cultural diversity</i>	

**Blackhorse Primary School Induction of Newly Arrived Pupils Policy**  
**Section 2 settling the pupil into school – classroom observations checklist**

Observable outcomes checklist. This should be completed by the class teacher and the teaching assistants during the first term after the pupil's arrival.

Pupil Name:

Year:

<b>Listening</b>	<b>Evidence</b>
How the child responds physically (facial expressions, concentration, etc.)	
How the child responds verbally (in home language, in English, asking questions, etc.)	

### Blackhorse Primary School Induction of Newly Arrived Pupils Policy

<b>Speaking</b>	Evidence
When the child speaks (with an individual, in small groups, in the whole class, etc.)	
How the child speaks (with gestures, responding only, initiating)	
Supported or extended talk	
How well the child conveys meaning	
How clear the child's speech is (word order, grammar, pronunciation)	

### Blackhorse Primary School Induction of Newly Arrived Pupils Policy

Reading	Evidence
Child's awareness of print and books	
What skills the child has transferred from reading in another language	
What reading strategies the child uses	
How well the child understands and responds to texts	

### Blackhorse Primary School Induction of Newly Arrived Pupils Policy

Writing	Evidence
How well the child conveys meaning	
What vocabulary the child uses (descriptive, subject specific, etc.)	
Child's control of grammatical features (tenses, word order, determiners, plurals, prepositions, connectives, etc.)	



## Section 2 settling the new pupil into school – advice to teachers working with EAL pupils

### Working with EAL children

To support the inclusion of children with EAL the following guidance provides supportive strategies to enable EAL children to access their classroom and the curriculum effectively. Class teachers and teaching assistants should try to include as many of these strategies as are appropriate.

	Do already	Will try
Ensure that the child feels their culture and background are recognised and valued (learn a few words/phrases; make bilingual labels/displays; share stories and pictures that reflect their background)		
Provide visual support whenever possible (pictures, photos, diagrams, graphic organisers, demonstrations, mime, gestures)		
Speak slowly and simply but naturally. Avoid or explain figurative language		
Identify and model language demands of lessons (e.g. science lesson needs mostly past tense but predictions need future tense; instructions need imperatives)		
Model appropriate language and structures for pupil- provide talk frames, and writing frames for literate pupils		
Respond positively to pupil's speech, but try to extend their responses; e.g. <i>I go park</i> → <i>I went to the park</i>		
Group the pupil with mixed or higher ability pupils who can provide good language models ( <b>not</b> SEN groups).		
Provide plenty of opportunities for pair and group work, especially collaborative tasks (supportive, non-threatening, practice for new language skills)		
Preview/pretutor lessons – provide key texts in advance to parents (if they can help) or to a T.A. to discuss with pupil		
Allow opportunities to revisit and talk about stories and lessons. Build these opportunities into teaching assistant time in class		
Provide a few key words/phrases for each subject or lesson. Support pupil to build up a personal dictionary with pictures and translations in first language (L1)		
Allow time for pupils to prepare responses with a partner. Oral rehearsal should always precede written work. First language		



talk partners should be encouraged but used flexibly- do not allow new pupil to become over dependant on first language friend		
Pupils literate in L1 can draft ideas or complete a written task in L1. Encourage use of bilingual dictionary		
Literacy skills will transfer but the pupil may need a reading and spelling programme and guidance as to how phonics differ between first language and English		
When marking, focus on content and highlight only 1 or 2 grammatical points. Teach to the gaps identified – do not let early mistakes become bad habits		
Try to segment lessons into listening/speaking/reading/writing activities to maintain concentration and demonstrate language use in a variety of contexts		