

# Policy for the Induction of New Arrivals

September 2017



Saint Augustine Webster  
Catholic Voluntary Academy



## **Mission Statement**

### **The school will aim to:**

- develop an awareness of God's love and presence in individual's lives and to elicit a response to that;
- help pupils to develop a reasoned set of attitudes, values and beliefs allowing the individual to make sound and moral judgements in the light of personal commitment to the Lord, Jesus Christ;
- make prayer, worship and liturgy valued experiences;
- develop real links with home and parish;
- create caring relationships with all those children and adults who are involved in the school.

## **Principles.**

Our 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.
- It has a duty to promote race equality in line with requirements of the Race Relations Amendment Act 2000.
- Parents need help to access information about the academy curriculum and processes of learning.

## **Definition.**

This policy focuses primarily on meeting the needs of pupils who have arrived in the academy as a result of international migration. However, it may be more widely applicable to a number of groups who arrive in the academy outside standard admission times.

**New Arrivals** may be described as

International migrants – including refugees, asylum seekers and economic migrants from overseas

Internal migrants – including pupils joining the school as a result of moving home within the UK.

Institutional movers – pupils who change schools without moving home, including exclusions and voluntary transfers.

Individual movers – pupils who move without their family, eg. looked after children and unaccompanied asylum children.

## **Aims**

- To provide newly arrived pupils with a safe welcoming environment where they are accepted, valued and encouraged to participate.
- To gather accurate information about pupils' background and educational experiences.
- To ensure that the knowledge, experience and skills that they bring are acknowledged and seen as an asset to build upon.
- To ensure that parents understand the new educational system of which their child is now part.
- To develop strategies to encourage new pupils to be included as part of the academy.
- To ensure that pupils can see their languages, culture and identity reflected in the classrooms and the wider academy and through an inclusive curriculum.
- To raise the attainment of newly arrived pupils.

## **Roles and Responsibilities**

### **Whole staff**

Teachers, TAs, governors and support staff all have a responsibility to welcome and support new arrivals, to identify and remove barriers.

## **EMAT Co-ordinator**

The Coordinator is responsible for ensuring attainment is monitored and tracked.

## **Class teacher**

The class teacher is responsible for pastoral and academic needs and ensuring that the curriculum is delivered to meet newly arrived pupils' level of English, school experience and academic level.

## **Lunchtime supervisors.**

Lunchtime supervisors have an important role in ensuring newly arrived pupils' needs are met during the lunchtime break.

## **Admission**

The academy will:

1. Arrange a meeting with parents/carers to gather a range of information eg languages used at home, previous schooling experience, exposure to English etc.
2. Use an interpreter if parents/carers do not speak English.
3. Ask parents/carers to bring in any reports, school text and exercise books from the previous school.
4. Give introductory information to parents/carers about the school including:
  - Information about the school system
  - An outline of the school day
  - Who to contact to get information about the child's work
  - Uniform requirements
  - Lunch arrangements and information re FSM
  - Information about the local library.
5. Share background details with academy staff
6. Establish a buddy system
7. Ensure that pupils are not automatically placed in the lowest ability groups where they are not cognitively challenged and do not access good models of English.
8. Talk to the class about the new child's country of origin. Help other pupils to understand that the pupil with EAL needs help with English, but has a complete language of his/her own.
9. Display examples of the pupil's language to welcome the pupil and families.

## **Assessment and Learning.**

- St Augustine Webster Catholic Voluntary Academy will use the Depth of Learning to track and assess pupils in the early stages of English acquisition.
- Our academy recognises that the provision of an inclusive and supportive environment is more effective than formal language teaching for the rapid progress of pupils new to English.

- It recognises that it is common for pupils to be silent for up to a year and that this is an important learning process, in which previous experiences will be related to new contexts.
- Pupils will be encouraged to use their home language where possible, and pupils literate in their first language will be encouraged to use it where possible.

### **Family and Community Links**

- The academy's commitment to including new arrivals' families in all aspects of academy life.
- Parents/carers will be made welcome and have a positive role to play whether as governors or helpers in class.
- Consideration will be given to the parents/carers' level of English in all communications with the home.
- The academy will ensure that the parents/carers are kept fully informed of the pupil's progress.

### **Monitoring and evaluation.**

- The newly arrived pupil's progress will be closely monitored by the EMAT Coordinator and class teacher.
- Monitoring will include consideration of the pupil's well being
- The newly arrived pupil's views will be sought, where appropriate, to inform academy evaluation.
- This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

**Signed: B Wynne**

September 2017

Review date: September 2019