

# BYRON COURT PRIMARY SCHOOL

## INDUCTION OF NEW ARRIVALS

### 1.0 INTRODUCTION

- 1.1 At Byron Court Primary we develop the full potential of all learners to enable them to make a greater contribution to our society.
- 1.2 We are an inclusive school where pupils, parents, staff, governors, the L.A. and local services work in partnership to meet the needs of the community.
- 1.3 We celebrate the positive contribution made by different social, ethnic and linguistic groups.
- 1.4 Whilst there are certain key roles for different members of staff, all staff and pupils have a responsibility to welcome new pupils.
- 1.5 The school strives to overcome barriers to ensure all children have equal access to the National Curriculum whatever their language, culture, gender, physical, intellectual or emotional state and socio economic status.

### 2.0 AIMS

- 2.1 To introduce all children to school life at Byron Court Primary School
- 2.2 To undertake initial assessment, in order to meet their language and learning needs.
- 2.3 To ensure their social involvement from the earliest possible moment.
- 2.4 To continue to monitor their adaptation to the school throughout their first year.
- 2.5 To ensure that every child at Byron Court Primary School fulfils their potential through access to the National Curriculum.

2.5.1 *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, for example Gypsy, Roma and Traveller pupils.*
- *Institutional movers: pupils who change schools without moving home, including exclusion and voluntary transfers*
- *Individual movers: pupils who move without their family, for example looked after children and unaccompanied asylum seeking children.*

### 3.0 THE ROLE OF THE OFFICE STAFF

- 3.1 Download school admissions information from the Brent System (SAM) and stay updated on a regular basis.
- 3.2 Inform Head of School and Deputy Head of any expected new arrivals.
- 3.3 Contact previous school for the child's record where appropriate
- 3.4 Enter previous school records onto SIMs.
- 3.5 Add and update the English Proficiency data on SIMs.

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### 4.0 THE ROLE OF THE EXECUTIVE HEAD OF SCHOOL AND THE LEADERSHIP TEAM

- 4.1 The Head of school provides an active lead on ensuring the attainment of newly arrived pupils.
- 4.2 The school improvement plan has clear objectives and strategies for ensuring the attainment of newly arrived pupils.
- 4.3 The school's CPD cycle includes regular provision for training for all staff related to the induction, assessment and ongoing support for learning and teaching of newly arrived pupils.

### 5.0 THE ROLE OF THE HEAD OF SCHOOL

- 5.1 Contact the family and arrange a time and date for an interview.
- 5.2 Consider the school provision, in order to decide which class to place the child in.
- 5.3 Complete new admissions form with parents/carers and give them a school prospectus.
- 5.4 Inform the parents about the school uniform, school dinner menu and any other relevant details.
- 5.5 Inform families of the extended after school clubs provision.
- 5.6 Arrange a date for the pupil to start school.

### 6.0 INCLUSION LEADER AND/OR THE EAL/SEN Leader

- 6.1 Where there are specific learning needs, add children to the appropriate register.
- 6.2 Pass on any EAL assessments when they arrive from previous schools to class teacher and TA who will work with the pupil.
- 6.3 EAL/SEN Leader to ensure newly arrived children with EAL are assessed by the Class Teacher and assigned an English proficiency within four weeks of arrival using English Proficiency A-E stages.
- 6.4 EAL/SEN Leader to advise class teacher on strategies and resources to enable access to the curriculum.
- 6.5 For home/school liaison to be given priority to ensure effective communication regarding school events especially Open Evenings and curriculum based visits.
- 6.6 Where appropriate, ensures that absolute beginner speakers of English are included in a language support group, in order to help them access basic skills in English more quickly.
- 6.7 Liaise with staff to ensure that new pupils are made to feel welcome.

### 7.0 THE ROLE OF THE CLASS TEACHER

- 7.1 Ensure new pupils are made to feel welcome.
- 7.2 Make sure new admission form and any assessment undertaken are read.
- 7.3 Class teachers to ensure newly arrived children with EAL are assessed and assigned a Proficiency stage of English with four weeks.
- 7.4 Class teachers to provide a baseline for the child within 6 weeks of arrival and submit onto Target Tracker. If the new arrival cannot access Target Tracker statements, Class teachers will use Nassea descriptors.
- 7.5 Acknowledge child's previous experiences, cultural background, language and achievements.

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- 7.6 Build on child's existing progress and set high expectations for bi-lingual pupils.
- 7.7 Ensure that named tray, books etc. are provided
- 7.8 Prepare the rest of the class for the new arrival- arranging for a class friend who will make the new child feel welcome. If possible find a 'buddy' that speaks the same language – he or she may not be in the same year group, but will be able to translate.
- 7.9 Help children to learn routines, rules and expectations of the class.
- 7.10 Ensure that classroom and corridor displays positively reflect languages, experiences and heritages of newly arrived pupils.
- 7.11 Ensure that planning is inclusive and resources are deployed effectively to support the children's learning.
- 7.12 ICT to use inclusive strategies to support learning of all pupils e.g pictures, word banks, key words/ phrases, writing frames, ICT, dual language resources, games, the pupil's first language where possible.
- 7.13 Ensure that a wide range of resources are available to engage pupils' individual learning styles.

### 8.0 THE ROLE OF THE PSA/TA

- 8.1 Welcome new children and their families on their first day at school
- 8.2 Conduct a tour of the school with the new arrival and their family showing them significant areas (e.g. Welfare Room, their class room etc)

### 9.0 THE ROLE OF THE GOVERNORS

- 9.1 The school's Governors have statutory responsibilities to ensure that the school complies with the, Equality Act (2010), School Admissions Code of Practice 2012
- 9.2 They are responsible for providing a named Governor responsible for Inclusion.
- 9.3 The school actively recruits governors' representative of local community groups

### 10.0 IMPLEMENTATION

- 10.1 When new children arrive with little or no English, their needs will take priority.
- 10.2 Based on the outcome of the initial assessment, they will receive small group support from the CT or TA in that particular year group.
- 10.3 In addition, the Class Teacher or the SEN/EAL Leader will assess where additional support is needed for the induction of new pupils and deploy available resources.
- 10.4 Scaffolding with additional activities to increase vocabulary will continue until the child is able to join in class lessons with some support.

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### 11.0 MONITORING & EVALUATION

11.1 An Initial Assessment will be carried out to establish:

- 11.1.1 Academic achievement of the new arrival
- 11.1.2 English Language proficiency
- 11.1.3 Provide a framework for tracking progress in English
- 11.1.4 Provide information to enable teachers to plan appropriate learning experiences for new arrivals
- 11.1.5 Provide information which will enable the school to determine what support will be required for the new arrival in order to enable them to access the curriculum and develop their English language skills

11.2 Methods of assessment will include:

- 11.2.1 Informal conversational assessment and where possible some form of written assessment
- 11.2.2 Observation
- 11.2.3 Previous school records
- 11.2.4 Discussion with parents
- 11.2.5 Discussion with the children – self assessment
- 11.2.6 Discussion with other members of staff, agencies, schools etc
- 11.2.7 Assessing knowledge and understanding of the curriculum
- 11.2.8 Use the Nassea descriptors for children who have no or little English.
- 11.2.9 EYFS to use Early Learning Goals to assess new arrivals.

11.3 The leadership team analyses the attainment data to identify trends in relation to a range of factors including: gender, ethnicity, FSM, subject, key stages, year groups or classes and ensures that targeted action is taken as a result.

11.4 The implementation and monitoring of the policy will be led by the Head of School.

### 12.0 REVIEW

12.1 Date of policy – October 2017

12.2 Date of review – June 2018