
Induction of Newcomer children



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Adopted by Governors on:	Signed:	Signed:
	CHAIR	PRINCIPAL



A Policy for the Induction of Newcomers

1.0 INTRODUCTION

In recent years, the Bloomfield Primary School community has seen a rise in the number of newcomer families moving into the area and enrolling their children in our school. Diversity is valued as a rich resource that supports the learning of all. At Bloomfield Primary School we recognise every child's entitlement to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities. The current enrolment of the school is 400 pupils, 5 of whom are newcomer pupils (March 2018). Our school family is made up of families from South Africa, Romania, Syria and Northern Ireland.

2.0 RATIONALE

The school 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
- Newcomer pupils, particularly those who arrive outside normal admission times, need additional support educationally, emotionally and socially
- Parents need help to access information about the school curriculum and processes of learning

3.0 DEFINITION

This policy focuses primarily on meeting the needs of newcomer pupils who have arrive in school at any time of the school year.

“The term ‘**newcomer**’ pupil is used to refer to a pupil who has enrolled in a school but who does not have satisfactory language skills to participate fully in the school curriculum and does not have a language in common with their teacher.”

Department of Education, Northern Ireland, 2009

4.0 AIMS

- To provide newcomer pupils with a safe, welcoming environment where they are accepted, valued and encouraged to participate
- To gather accurate information about pupil's 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 education system of which their child is now part
- To develop strategies to encourage new pupils to be included as part of the school
- To ensure that pupils can see their language, culture and identity reflected in the classrooms and the wider school and through an inclusive curriculum
- To raise the attainment of new comer and newly arrived pupils

5.0 ROLES AND RESPONSIBILITIES

5.1 Whole staff

- Teachers, Classroom Assistant's, Governors and support staff all have a responsibility to welcome and support newcomer pupils, to identify and remove barriers. The Senior Leadership Team (SLT) is responsible for ensuring attainment is monitored and tracked.

5.2 Inclusion Co-Ordinator (Miss A Beggs)

- Is responsible for co-ordinating, monitoring and maintaining an overview of newcomer pupils.
- Liaise with IDS and provide support materials and training for staff.
- Liaise with the Safeguarding and SLT teams

5.3 Class Teacher

- Is responsible for pastoral and academic needs and ensuring that opportunities are provided for newcomers to access the curriculum by differentiation
- To complete Common European Framework Reference (CEFR) from the Primary Toolkit in the IDS for newcomer pupils to track and monitor pupils in their English acquisition
- Create a home school links book

5.4 Classroom Assistants

- Classroom Assistants who work with new comer / newly arrived pupils may give limited 1:1 in class support and will attend a training session delivered by the Education Authority's Inclusion and Diversity Service (IDS).

5.5 Education Authority

The Inclusion and Diversity Service (IDS) provides advice and support to schools regarding provision for newcomer pupils. The need for IDS is renewed on an annual basis.

6.0 ADMISSION

The school will:

- Arrange an initial meeting with parents/carers to gather a range of information (e.g. languages used in the home, previous schooling, exposure to English)
- Invite an interpreter to attend if parents / carers do not speak English
- Ask parents / carers to bring in any reports, school exercise books from the pupil's previous school
- Give introductory information to parents / carers about the school including:
 - Information about the Northern Ireland school system and the primary curriculum
 - Policies – eg. Child Protection and Complaints Procedure
 - A plan of the school
 - An outline of the school day
 - The homework system and how to support their child at home
 - Calendar of term dates
 - Who to contact to get information about their child's work and progress if they have any concerns
 - Uniform or dress requirements with a labelled diagram and suppliers
 - Lunch arrangements and a sample lunch menu including information of benefits such as Free School Meals

(All of the above should be as visual as possible and translated if necessary / possible)

- Share background details with school staff
- Establish a Buddy system
- Ensure that pupils are not automatically placed in the bottom set where they are not cognitively challenged and do not access good models of English

- Talk to the class about the new child's country of origin. Help other pupils to understand that the new comer pupil needs help with English, but has a complete language of their own which they could learn
- Display examples of the pupil's language and pictures of home country in school to welcome the pupil's and families.

7.0 ASSESSMENT AND LEARNING

The school will use the Common European Framework Reference (CEFR) from the Primary Toolkit in the IDS for newcomer pupils to track and monitor pupils in their English acquisition. This information will be shared with parents/carers, alongside the school's usual assessment procedures. The school 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 a long period of time, 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 appropriate

8.0 FAMILY AND COMMUNITY LINKS

The school's commitment to the 'Every School A Good School' document (ESAGS) and to community cohesion means it recognises its responsibility to include newcomer families in all aspects of school life. Parents/carers will be made to feel welcome and have a positive role to play, whether as Governors or joining our parent group, 'Friends of Bloomfield'. Consideration will be given to the parents/carers level of English in all communications with the home. The school will ensure that parents/carers are kept fully informed of the pupil's progress and will organise interpreters when needed.

9.0 MONITORING AND EVALUATION

The newcomer pupil's progress will be closely monitored by the Inclusion Co-Ordinator and class teacher using the CEFR and school assessment procedures. Monitoring will include consideration of the pupil's well being. Review meetings with parents and involved staff will be arranged. The newcomer pupil's views will be sought, where appropriate, to inform school evaluation.

Appendix I - Success Criteria

End of week 1

- To begin to show signs of being relaxed and happy
- To be beginning to follow some of the conventions and routines of the classroom
- To begin to be familiar with arrangements for school meal times
- To begin to be familiar with location and use of cloakroom and toilets
- To be beginning to interact socially with class peers

End of week 3

- Come to school happily
- To be relaxed and happy in class
- To be familiar with geography of the school
- To begin to follow daily class routines
- To initiate contact (physical or verbal) with the teacher or classroom assistant
- To begin to settle to tasks in the classroom
- To be playing with others in the playground

End of First Term

- To be relaxed and happy
- To participate in group and class activities at an appropriate level
- To interact positively with other children
- To work cooperatively with other children
- To be confident in small group situations
- Can work / play without constant adult supervision
- Shows interest and motivation in learning
- Have demonstrated that they have achieved some CFER benchmarks in English Language acquisition

Appendix 2 – Admission Procedures

Pre-Admission

- Parent / carer complete admissions form
- Initial meeting arranged with parent / carer
(date and time of interview written down for parent / carer)
- Interpreter arranged if needed
- Welcome pack and interview materials prepared

Pre-Admission Meeting

- Meeting conducted with Principal and class teacher (Interpreter if required)
- Parents and child have a brief tour of the school and are encouraged to ask any questions
- Child / family information recorded on school documentation, including previous schooling, health and dietary requirements
- Family provided with 'Welcome' pack and policies
- Free School Meals application completed if applicable
- Parent / carer informed of the start date for the child

Between Initial Meeting and Admission Day

- Admission information given to school secretary
- Admission form copied for class teacher and Inclusion Co-ordinator
- Induction / welcome strategies planned by class teacher and class
- Class 'friends' and 'buddies' appointed to welcome and support new arrival
- Referrals to other services / agencies if appropriate e.g. IDS. issues discussed e.g. for some pupils a part time or reduced timetable should be considered in agreement with parent/carers and SLT
- Inclusion Co-ordinator plans for support and provision and ensures information is circulated around school

Day of Admission

- Child / parent / carer welcomed by class teacher and buddy
- School secretary actions school roll entry