

New Arrivals and Migrants who are New to English Language Policy

The Inclusion Leader will take overall responsibility, ensuring that systems specifically related to migrant children who are new to English are adhered to. The day to day organisation will be co-ordinated by the Interventions Lead.

Induction

- The Inclusion Leader will liaise with parents, teachers, the Local Education Authority and any other agencies involved.
- Parents will follow the usual schools admissions process, including the use of an interpreter if possible.
- Teachers will receive at least 24 hours notice prior to new pupils starting in class
- Teachers will receive a copy of the admissions proforma prior to the pupil starting school
- Teachers are prepared for the arrival of a pupil using:
 - The New to English resource boxes
 - Designated class buddies
 - Resources and websites
 - Other information relevant to individuals
- When the pupil is introduced the class will be given an introduction to the pupil's heritage and language (in some circumstances this may not be appropriate).

Initial Assessment

- Once the pupil has settled in school (approx. 2-6 weeks) an initial assessment will be carried out by the Interventions Lead.
- The initial assessment will use the Qualification and Curriculum Authority Northern Association of Support Services for Equality and Achievement (QCA / NASSEA) steps 1-4 (see table below) and relate to:
 - Speaking and listening
 - Reading and writing
 - Numeracy
- Following the initial assessment the findings a discussion will take place between the class teacher, the Interventions Lead and the Inclusion Leader and strategies will be put in place.
- The initial assessment will be re-visited at least termly by the class teacher and shared with the Inclusion Leader. This will be used to quantify progress and to inform future planning.
- Once pupils are working beyond Step Level 3 for monitoring Progress National curriculum levels will begin to apply.

Out of class Intervention

- From Year 2 to Year 6 pupils operating at Step Levels 1-2 will usually be given focussed intervention language development support by the Interventions Lead.
- From Y3 to Year 6 pupils operating at Step level 3 will usually be given focussed Intervention Language Development support by the Interventions Leader or a designated Teaching Assistant
- From Y3 to Y6 pupils working at Step Level 4 and above will be provided with differentiated support in the classroom.
- The Inclusion Leader or teaching assistant delivering focussed intervention will provide the class teacher with information detailing input and areas for reinforcement.
- The pupil will be given a personal folder to retain all work completed in/out of the classroom, which the pupil will take to focused sessions.
- The class teacher will meet with the Intervention Lead at least once each half term to discuss the progress made in relation to the target language and to identify the next steps in learning.

Class Support

- Class teachers are responsible for ensuring migrants who are new to English are able to access the curriculum in a meaningful way, which is relevant to their individual language needs.
- Migrants should not be grouped with SEN children unless there is a valid assessment that the pupil has Special Educational Needs.
- Where pupils are receiving an out of class intervention the Class Teacher and the Class Teaching Assistant will reinforce the target language and any follow up work identified.

QCA Steps Links with former the National Curriculum

STEP	NC
0	Wc
1	Wb
2	Wa
3	1c
4	1b
4 secure	1a

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