

**Induction process for Newly Arrive Pupils (NAP)**

Definitions

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Who are the newly arrived pupils (NAP)?

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 exclusions and voluntary transfers.
* **Individual movers** – pupils who move without their family, for example looked after children and unaccompanied asylum seeking children.

Key principles

Every child in our schools has an entitlement to fulfil their potential through access to the National Curriculum. This is best achieved within a whole-school context where pupils are educated with their peers.

Children and young people learn best when they feel secure and valued. Schools need to ensure that there is a process to support the integration of new arrivals.

Provision for pupils should be based on a meaningful assessment of their prior knowledge and experience as well as their language proficiency.

Support also needs to be made available for parents of new arrivals to familiarise themselves with the new education system of which their child is now part.

Statutory requirements

The Race Relations (Amendment) Act (RR(A)A) (2000) requires every school to have in place a race equality policy which states their commitment to valuing diversity, promoting equality of opportunity and challenging racism. Whether or not there is a high incidence of pupils from minority ethnic backgrounds in a school, all pupils should be prepared for life in a pluralist society. School leaders therefore have a statutory duty to promote race equality and to focus on the positive contributions made by new arrivals. Effective leadership on inclusion and race equality is vital to ensure an effective whole-school approach to the induction and integration of new arrivals. The RR(A)A also lays down standards to ensure that criteria for admissions are equally open to pupils from all communities.

The School Admissions Code of Practice (2003) requires all authorities and Admission Forums to have In-Year Fair Access Protocols in place by September 2007. The protocols must cover all maintained schools and academies in the local authority (LA) area. They should ensure that access to suitable education is secured quickly for children who have no school place.

Community Cohesion Education Standards for Schools – The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion, and on Ofsted to report on the contributions made in this area. The duty is scheduled to come into effect from September 2007.

The Children’s Act (2004) and *Every Child Matters: change for children* (2003) encourage schools to respond to the lives of children in a holistic way and to develop approaches to ensure that all children and young people are supported in overcoming potential barriers to learning and achievement and are able to realise their potential.

Supporting the attainment of newly arrived EAL learners

Implicit throughout this guidance is the principle that all newly arrived bilingual learners have a right of access to the National Curriculum and that provision for newly arrived EAL learners is not separate but integrated into all subject areas. The focus is therefore on learning and teaching in the mainstream classroom. Assessment of English language competence may be made using The Bell Foundation’s EAL Assessment Framework For Schools: Secondary (2017, version 1.1). Although this scale has not been made statutory, the DCSF and Ofsted strongly recommend its use, where appropriate, and suggest that other systems should not be imposed.

When planning support for the achievement of newly arrived EAL learners, local authorities, Children’s Services and schools will need to consider the best way to maximise the effectiveness of available local resources and to develop a strategic approach.

Issues for LAs and Childrens’ Services to consider

Provision of Continuing Professional Development (CPD) for school improvement partners, senior leadership teams (SLTs), teaching staff, governors and support staff covering requirements of RR(A) A (2000), the admission and induction of new arrivals and EAL.

Deployment of Ethnic Minority Achievement (EMA) staff and alignment of their work with primary and secondary National Strategies’ consultants, school improvement teams and Children’s Services teams. With the increase in numbers of new arrivals, LAs may have to reconsider the scope of EMA support. Many schools expect direct LA

teaching intervention, which may not always be feasible. LA EMA staff should be working strategically to build capacity in schools.

**Identification and sharing of good practice among schools.**

Sharing of resources between schools (for example, employing bilingual teaching assistants (TAs) between schools).

Admissions – are there protocols for the admission of new arrivals (especially at Key Stages 3 and 4)? Does the Admissions Forum have an overview of the issue? Does the LA know how many new arrivals are waiting for a school place and how long they have been waiting? Are the LA mechanisms for accessing a school place client-friendly (especially for clients who speak little or no English)? Is there an uneven distribution of new arrivals across schools?

Establishment of secure and robust LA systems for collecting data on new arrivals.

Tracking and monitoring attainment of new arrivals across the LA and developing systems to address identified underachievement. Provision of support for schools in setting up systems to track the progress of newly

arrived pupils specifically. Support for schools in evaluating current policies and practices in order to plan more

effective provision for new arrivals.

Issues for schools to consider

Welcome: are the families of new arrivals greeted, not kept waiting unnecessarily and is there access to an interpreter?

Preparation and planning: admissions, assessment, pedagogical awareness, planning an appropriate curriculum.

Support systems: class buddies, mentors, involvement of parents and deployment of support staff.

Intervention: cognitive challenge of lessons, identification of next steps, scaffolding acquisition of English.

Ongoing support: target setting and tracking: awareness of the difference between social and academic fluency and the changing needs of pupils as they become more fluent in English.

Use of first language: encouragement to use first language as a tool for learning.

**Induction into GSA**

Most EAL students will attend ‘The STEPS CENTRE’ (Sandwell Transition Education Partnership Service). The STEPS Centre supports children and their families/carers who are new to Sandwell and the UK, and speak English as an additional language.

Their aim is to:

* Support Sandwell’s admissions process and Safeguard all International New Arrivals
* Provide International pupils (Sandwell residence) with a safe, welcoming environment where they are valued and encouraged to participate.
* Use formative assessment to identify the learning strengths and needs of each pupil against the DfE proficiency in English Scale and so minimize potential lost learning time in school.
* Ensure that pupils and their families see their languages, culture and identity reflected in the classrooms, the Centre and as part of an inclusive curriculum designed around British culture and values.
* Use data to support and inform the transition process of each pupil into school/college.
* Provide a cohesive, multi-agency approach to supporting families and pupils throughout their time at the Centre and during the transition process into school/college.
* Build capacity in Sandwell School to support EAL learners.

All newly arrived children with EAL have to attend the Centre. A school place will be allocated through the Sandwell’s Fair Access ‘Hard to Place Panel’ which meets every six weeks for Primary, and every three weeks for Secondary. *Mr. McInerney is the SLT member that attends panel.*

Once a school place has been allocated, a STEPS Centre transition worker supports the child into school by sharing all relevant information with the school, and family. Information should include attendance, behaviour, academic ability, SEN or EAL need. Identify external agencies that may be working with the family or whether a referral needs to be made for internal support. The EALCo will also ask the relevant questions to put in place relevant interventions. A member of GSA staff may be able to act as translator should the need be felt. *See Academy’s list of bilingual staff (attached).*

School uniform/school rules/planner and equipment should be discussed at this stage. Check if the student receives free school meals.

The next step will be to arrange a time for the student to come in to do induction assessments (please see appedix1) prior to the start date with the EALCo. An assessment in student’s first language would be ideal. A proficiency in English scale will be given to the student by the EALCo. The progress leader will then use the results of these assessments to organise tutor/teaching groups. *EAL students should not be placed in the bottom sets.*

Tour of school should be done at this stage.

A ‘buddy’ will be arranged to look after the student. *Try to keep to same sex and religion if possible*. Please see Appendix 5 for Buddy guide.

Admin/office staff (Dee Aston/Liz Kowalczyk) to add NAP to system.

Email to relevant staff to be sent introducing NAP.

EALCo to complete an Individual Language plan to send to all relevant staff.

**Start date**

Buddy and EALCo to meet NAP in reception. EALCo to check uniform/equipment and that the student has relevant timetables and planner.

Student to be introduced to SWM and form tutor/form group.

Check in with buddy after first day to ask of any concerns.

Check in with ‘buddy’ and all subject teachers after the first week to review concerns by means of ‘student review’

NAP to complete ‘New to English’ bespoke induction programme (Beginner-advanced depending on proficiency in English with EALCo in intervention slots.

**Appendices**

**Appendix 1 -** Checklist of questions to ask at initial meeting

**Appendix 2 -** Map of school

**Appendix 3-** Buddy Guide

**Appendix 4 -** Bilingual staff list

**Appendix 1 checklist of questions to ask at initial meeting.**

**Appendix 2 Map of School**



**Appendix 3**

**Buddy Guide**

***A guide to being a class buddy***

**Thank you for agreeing to welcome and support children to your class. It’s a very important job you are doing.**

* **Can you remember your first day at school?**

**We have many children that join us in the middle of the term that arrive from different countries and sometimes arrive with little or no English. You have been chosen as we see great qualities in you that would make you an excellent buddy!**

**On the first day**

**At 8.40, go to reception and collect the new pupil and introduce yourself. The EALCo will also be there to**

**meet the new student to explain your role.**

* **Show the new student to his form and introduce him to the form tutor.**
* **At lunch times and break, please show the new student the canteen and toilets.**
* **Make sure they’re not lonely during breaks and if there are any issues, make them aware of where they need to go ( welfare manager/EALCo)**

**The above points are just a few ways to help the new student. As he/she settles in, you will know what support they will need.**

**If they begin to make new friends, then step away and withdraw your support.**

**You may only need to help the new student for a few days but we suggest after 3 weeks you move away from the new student.**

**A member of staff will review this with you and if you ever need help, just ask!**

**Appendix 4**