

**DRIFFIELD
NORTHFIELD INFANT
SCHOOL**



International New Arrival Policy

Lead Professional
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DRIFFIELD NORTHFIELD BELIEFS ABOUT INTERNATIONAL NEW ARRIVALS

- ✓ All new arrivals including refugees, asylum seekers and economic migrants from overseas have the right to enjoy a welcoming, safe and stress-free environment within school.
- ✓ They need to know that they are valued and that they belong even if their stay in our school is short.
- ✓ They need to have bilingualism recognised as a positive part of their intellectual development and they need opportunities to use their home language to support their learning and development of English.
- ✓ It is important that they are made to feel part of the normal lessons and learning environment as soon as possible in order not to experience marginalisation and exclusions.
- ✓ All new arrivals must be given learning opportunities that are accessible, relevant and purposeful within the context of the National Curriculum.
- ✓ New arrivals need to be able to see themselves, their languages, culture and identity reflected not only in the classrooms but also in the wider school and through an inclusive curriculum.
- ✓ We recognise that the needs of EAL (English as an Additional Language) learners and INA (International New Arrival) learners can be different.

AIMS

1. To provide a warm welcome for New Arrival children and their parents and carers, this will reassure them that our school is a safe and caring environment.
2. To integrate Newly Arrival pupils into the life of the school as quickly as possible.
3. To integrate New Arrival pupils into the life of the class as quickly as possible.
4. To ensure that accurate information about a child's background and previous educational experience is gathered on admission.
5. To value and celebrate the skills and knowledge that new children bring to the school.

6. To ensure that the inclusion of new arrivals is a shared, whole school responsibility.
7. To ensure that each child enjoys access to the whole curriculum and is able to reach their full potential.
8. To prepare the school and the class to receive the new pupil/s.
9. To monitor the initial and ongoing progress of New Arrival pupils as part of whole school pupil tracking.

OTHER RELEVANT DOCUMENTATION:-

- EAL Policy;
- Anti-Bullying Policy;
- Attendance Policy;
- Teaching and Learning Policy;
- Home/School Agreement;
- School Admissions Policy.

Induction Process for New Arrivals

PRE-ADMISSION

1. School contacted by LA or parents and meeting arranged with school;
2. Welcome pack materials prepared by school.

PRE-ADMISSION MEETING

1. Meeting conducted by school with family ;
2. Key Worker if appropriate to hand over assessment toolkit.
3. Family have a tour of school;
4. Family provided with 'Welcome' pack – Home School Agreement, local information etc;
5. Parents / carers and Class Teachers informed of the start date for the child;
6. Plans for further support from TA/Key Worker agreed if appropriate;
7. Child/family information recorded on school documentation;
8. Referrals to other service providers / agencies if appropriate.

BETWEEN MEETING AND ADMISSION DAY

1. Admissions information given to school office staff;
2. Admissions form and background information (from meeting) photocopied for class teacher;
3. Assessment toolkit handed over to class teacher if provided.

PLANNING FOR NEW ARRIVAL

1. Background Information - familiarise yourself with information from the initial meeting e.g. preferred name and correct pronunciation and spelling, interests or hobbies, previous schooling experience, languages used at home or exposure to English.
2. Administration – Research has shown that high cognitive challenge at an age-appropriate curriculum is important. Try to place with a buddy or with children who share the same language. Think about where they will sit, ensure they have books, a coat peg, tray etc;
3. Class discussion - Ask the class to think about what might be difficult for a newly arrived child and discuss how they can help;
4. Buddies – designating a buddy to help the child navigate round school, understand daily routines and ensure the new arrival won't be left alone at lunchtimes and playtimes. In KS1 designate two buddies as younger children may find it difficult to sustain throughout an entire day;
5. Strategies for inclusion – speaking to the child in normal (not pidgin) English, including the child in every activity, showing the child how to do new tasks and talking through tasks while doing them;
6. Language - learning a few words in the new language will enable all children to anticipate the new arrival so that they can show off their knowledge and, in the process, welcome the new arrival.

ADMISSION DAY

1. Welcome - Child / parents / carers welcomed by class teacher and buddies;
2. Timetables / Visuals - Make the child aware of visual timetables or any other picture cues;
3. Buddies - Buddies to take the child on a school tour of important areas e.g. toilets, cloakroom, water fountain;
4. Fans or phrases - Provide fans with pictures and simple phrases which indicate if the child is thirsty, is feeling sad, sick, needs a pencil, needs to go to the toilet, is ok etc;
5. Web Resources - Locate any appropriate web resources (2 Learn English, Google Translate, British Council Nexus Site) for use in lessons;
6. TA's - Flexible deployment of TA's could provide an adult who is available to support the child.

WEEKS 1 - 2

1. Create a welcoming environment:
 - Signs displaying the child's home language;
 - Displays with positive images of people, places or things from the child's home country;
 - Classroom displays with the same sentence written in the different scripts of the different languages spoken in class;
 - Dual language books and CD's.
 - Clothing, cooking utensils etc from the child's home country;
 - Children using their home languages for learning in the classroom;
 - Stories, poetry and drama from the child's culture used in literacy;
 - Recognise and celebrate cultural and religious events from the child's home country
 - Use of Language of the Month activities.
2. Carry out initial assessment using NASSEA step descriptors. If the child requires an Individual Language Plan then add the child's record to the INA tracker and tick objectives based on assessment.
3. Pupil to be grouped with supportive pupils who can provide good language role models, not in SEN or low ability groups.
4. Following initial assessment complete an Individual Language Plan (ILP) and complete intervention programme if appropriate.

WEEKS 2 +

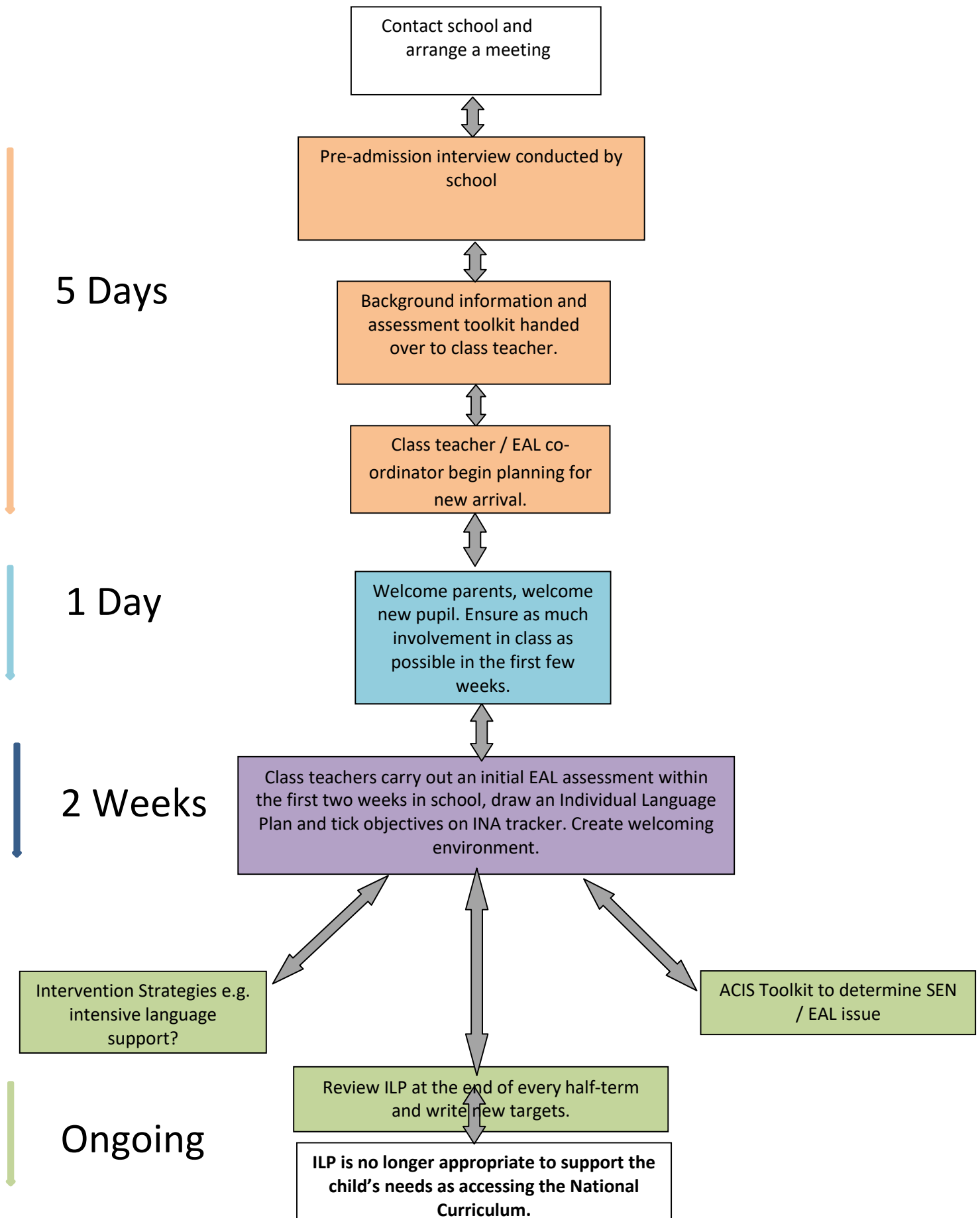
1. Set up ILP for each child using NASSEA step descriptors and based on outcome of initial assessment;
2. Use ILP and supporting step grid (teaching strategies) to plan differentiated activities for new arrivals.
3. At the end of each half-term ILP's will be reviewed and new targets set. This will continue until the child is secure on each strand or until the class teacher determines they are no longer necessary to support the child's learning.

TERM 2 - 3

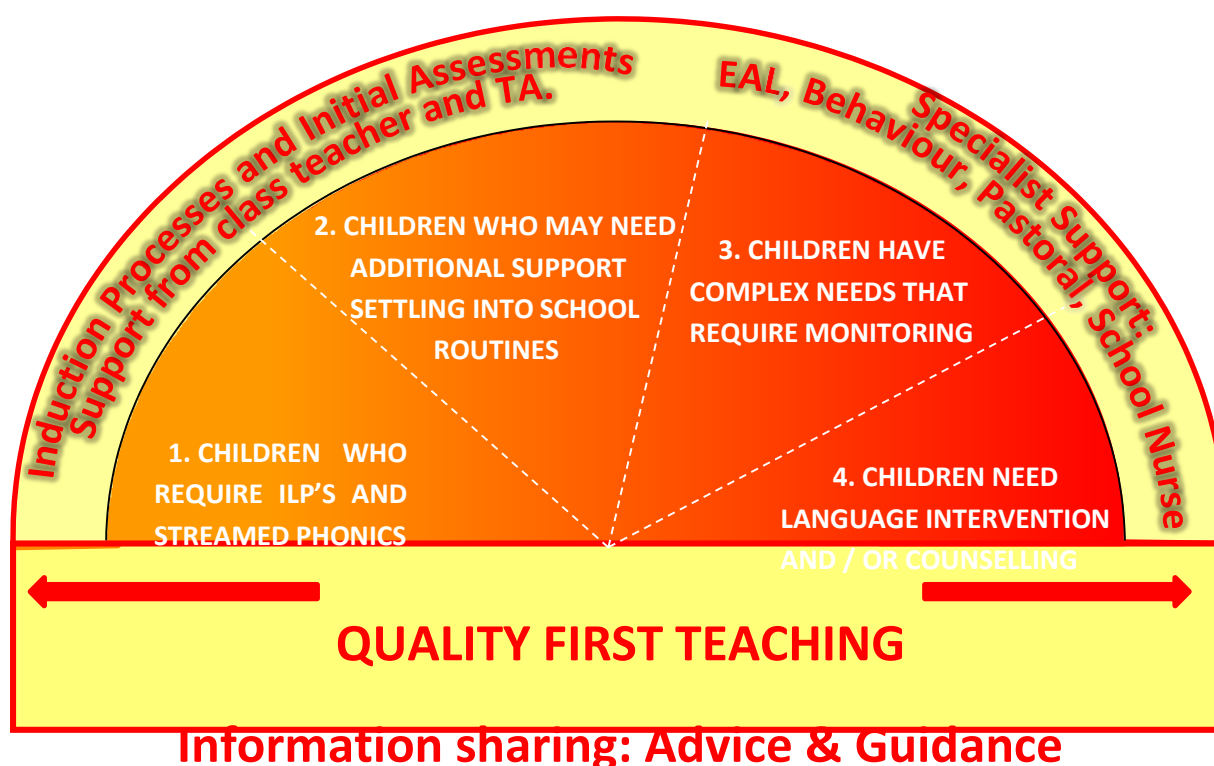
Use the filter questions on the ACIS toolkit for cause for concern (EAL or SEN):

- Lack of response;
- Problem with listening;
- Difficulty in progressing in areas of the curriculum other than English;
- Slow or little progress with reading;
- Difficulties with writing for a variety of purposes;
- Difficulty with handwriting;
- Behavioural, emotional or social difficulties.

New Arrivals Induction flowchart



Intervention Model for INA Pupils



LEVEL 1 – LEVEL OF NEED

- Functional English
- Have had full schooling in another country
- Be literate in one or more languages
- Be highly motivated
- Be gifted and talented
- Be used to a different education system

LEVEL 2 – LEVEL OF NEED

- Functional English
- Have had a fractured / interrupted educational history

LEVEL 3 – LEVEL OF NEED

- Functional English
- Have had a fractured / interrupted educational history
- Be living with parents who are experiencing emotional difficulties or withdrawal themselves
- Separation from one or both parents
- Be experiencing cultural disorientation as well as loss, grief and isolation

LEVEL 4 – LEVEL OF NEED

- No English
- No previous schooling
- Initial Assessment at 1 / 2 for Listening and Understanding and Speaking on NASSEA step descriptors
- Early help form in place (CAF)
- Feelings of insecurity or trauma due to prior experiences
- Teacher referral

LEVELS EXPLAINED IN DETAIL

	What a pupil can do at each level			
	Listening & Understanding	Speaking	Reading	Writing
Level 4	Understand a little, may join in activities. Will understand and respond in own language.	Likely to be in the silent period. May use own language to convey meaning.	Focus on pictures more than print. Opens front cover.	Can show understanding/ meaning pictorially. Understand written scripts convey meaning.
Level 3	Uses visual clues for meaning. Can respond non-verbally to everyday expressions. May show some readiness to listen but drifts off as cannot understand what is being said. Watch and imitate what others do.	May use single words. Will use gesture own language to convey meaning.	Locates title. Turns pages appropriately. Understands which way the pages turn in a book.	Trace simple shapes, patterns or writing. Hold a pencil or crayon appropriately. Begins emergent writing – in any script.
	CLASSROOM READY			
Level 2	Will respond to words addressed to them using their name. Will begin to respond to consistent class room instruction i.e. teacher using same words each time. Recognises names of familiar class objects. Participates as a listener in group	Uses a variety of single words to indicate instructions, greetings, requests e.g. yes/no, hello/goodbye. Uses words and phrases from familiar classroom routines e.g. can answer name on register. Can ask for help using single words. Can name familiar classroom objects and equipment. Can communicate likes and dislikes.	Can recognise words and symbol in context. Takes part in reading activities. Can read own name. Follows print from left to right and reads pages from top to bottom. Is starting to recognise some letter/sound correspondences of the English alphabet.	Can copy name and some familiar words. Can begin to write own name and some familiar words independently. May include elements of writing from own language, or use knowledge from own language. Reflects English conventions in directionality and layout of page.

	activities. Are alert to words but may remain silent for weeks.			
Level 1	Can understand key words but may still be going through the 'silent period'. Understands most when supported by clear, repetitive, contextual clues. Can understand gist of teacher talk when supported by visual support and repetition.	Can talk about things that interest them. Respond to questions about what they have learnt. Talk about events or ideas in poems, stories or information texts. Can extend what they say with support e.g. via teacher questions and modelling.	Pupil can make connections between English sounds and letters. Is beginning to read some simple words/signs and labels around classroom. Can read whole words and phrases learnt via classroom teaching. Can follow a simple text which has been read aloud and is supported with visuals. Can read back own writing scribed by an adult.	Attempt to express meaning through writing. Shows knowledge of letter string and/or simple words. In spelling of simple words draws on knowledge of phonic and visual patterns. Can write if closely linked to talk around text supported by pictures, given phrases or objects e.g. labelling. Can read back some of what is written. Need their writing to be interpreted by someone who is familiar with its immediate context. May attempt to use full stops.
EAL – Threshold of accessing the NC.	Responds to straightforward instructions. Responds to comments with some support. Able to listen and respond in different contexts if there are clearly modelled exchanges. Able to follow with some understanding what different speakers are saying. Follows what others are saying, picking up clues from action as well as talk. Pays sustained attention to clear sequences of	Can initiate talk and contribute to pair/group discussion. Can convey simple meaning/opinions/ideas to a range of listeners. Can express ideas with simple grammatical structures. Can express some of the ways in which ideas and events are linked through use of grammar e.g. using so, then, because.	Recognises and knows the sound of most letters of the alphabet. Reads a range of familiar words. With support can establish meaning at sentence level when reading aloud. Uses cueing systems at word, sentence and text level with some success but cannot check for sense in longer structures of text. Can follow age appropriate text with support e.g. visuals, prior work. Can read some parts of age appropriate text accurately. Can use more than one strategy to	Understands some of the ways in which words and sentences are divided and ordered. What they write can in part be read by an outsider, although spelling may not follow phonological patterns of English. Commonly used letters are correctly shaped but may be inconsistent in size/orientation. Begins to use simple punctuation – full stops and capital letters. Can convey ideas through recognisable phrase and whole

	instruction or explanation. Can take turns in conversations and make appropriate responses. Is developing a growing vocabulary from responding to what they hear. Still need continued support of visuals and graphic organisers.		understand text, may use these strategies inconsistently. Uses letter/ sound correspondences. Can respond to text and answer simple factual questions.	statements. Can write increasingly legibly with letters clearly shaped and orientated with appropriate spacing between words. Can spell familiar and CVC words correctly.
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INTERVENTION PROGRAMME FOR PUPILS AT LEVEL 3 OR 4

Children assessed at level 3 or 4 will receive focused intervention based on the following programme. It will be 3 x 45 minute sessions per week and last for a period of 6 weeks.

Topic	Talking frame	Vocabulary	Activities
Giving and responding to greetings and introductions. Meeting immediate needs	Hello Goodbye My name is _____ I am _____ years old	Survival phrases for the new learner of EAL	All about you 
Describing myself and my family	I have _____ This is my _____ Who's this? I speak	Mum, Dad, mother, father, sister, brother, grandmother, father, uncle, aunt	Drawing family members  Families sentence building Family languages  Face to face  Family word search 
Identifying classroom objects	It is/It's a _____ They are _____s Give me a _____ What's this? What's this in English?	pencil, pen, ruler, rubber, pencil sharpener, table, desk, chair, carpet	What do you take to school  Naming and labelling  Roleplay - requesting objects. School wall game 

			My new school (Clicker grid)
Identifying parts of the body	It's my _____ It's his/her _____ What's this/that?	head, face, eyes, ears, nose, mouth, neck, arms, legs, foot/feet, hands, fingers, toes, knee, elbow, wrist	Body parts (Multilingual) Parts of the body  Parts of the face  Make a monster
Describing feelings	I am _____ You are _____ She/He is _____ I feel _____ How are you?	happy, sad, angry, scared, ill, tired, sick	Illustrating and completing sentences  Feelings  The Survival Guide (multilingual)
Describing colour	It's _____ The ball is _____ Give me the red ____ What colour is ____?	red, yellow, blue, green, purple, pink, orange, black, white, grey, brown	Paint it! Naming colours
Counting and numbers	There are ____ How many ____ are there?	Numbers 1-100 Plurals	Multilingual Number Lines Digitwise (Multilingual) Counting Fruits
Talking about activities	I am _____ You/we/they are _____ he/she/it is _____ I like _____ What are you doing?	walking, sitting, eating, drinking, talking, standing, running, etc.	Miming actions for others to guess. Verbs Quiz Describing pictures. Things I like to do 

			Make your own activities with clip art
Describing myself and my clothes	I'm wearing _____ I'm wearing a red ____ What are you wearing?	T/shirt, shirt, trousers, skirt, dress, shoes, socks, tights, jumper, coat, hat	Clothes and things we wear Teddy Dresser (FS/KS1) Job Mixer Labelling clothes  Clothes  Cut and sort pictures from magazines into clothes for hot/cold weather, clothes for school, etc.
Identifying food likes and dislikes	I like _____ I don't like _____ Do you like _____? I eat _____ for breakfast	A variety of foods, including those children are likely to be familiar and unfamiliar with. Breakfast, lunch, dinner	Foods I like  Classifying into food groups. What's your favourite food? Fruits Food stories
Talking about a home	It's the _____ We cook in the kitchen There's a _____ Where do you __?	Kitchen, bathroom, bedroom, sitting room, dining room, chair, table, bed, lamp, cooker, fridge, tv, toilet, etc.	Virtual House Things around the home. Paint the room Cut furniture from magazines and group/stick into appropriate rooms. Match the verb to the room  Things in the home 
General Resources: - KS1 - Introducing English as an Additional Language to Young Children (pages 73 –87) - KS2 - Teaching Children as an Additional language (pages 26 –34)			

- beginners/step_1.htm
- Racing to English
- Mantra Language Pens
- Board games
- Language fans
- Dual Language Books
- Small world resources
- 2Simple English
- <http://myweb.tiscali.co.uk/>
- <https://eal.britishcouncil.org/teachers>

GOVERNORS

The governing body has the responsibility of setting down these general guidelines on standards of inclusion and of reviewing their effectiveness. The governors support the Inclusion Leader in carrying out these guidelines. The Inclusion Leader has the day-to-day authority to implement the school INA Policy, but governors may give advice to the Head teacher and Inclusion Leader about particular inclusion issues. The Head teacher and Inclusion Leader must take this into account when making decisions about matters of Inclusion

Reviewed - March 23

Next Review – March 26