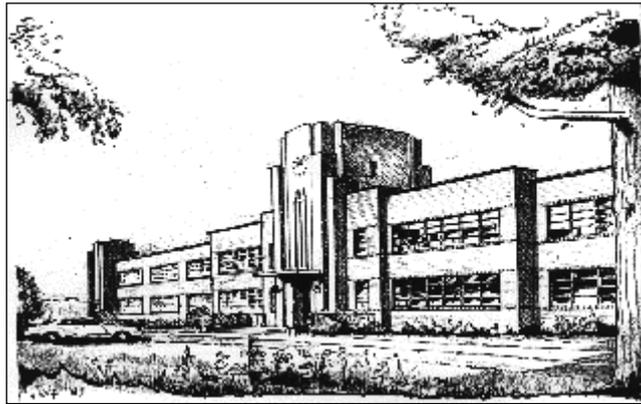


William Torbitt Primary School



New Arrivals and Induction Policy

June 2015

Review June 2017

William Torbitt Primary School believes that all pupils have the right to feel safe, settled and valued. This policy focuses primarily on meeting the needs of pupils who have arrived in school outside standard admission times. It is crucial, particularly when settling a child who may speak very little English that we follow the clear procedure set out in this policy.

We aim:

- To provide a warm welcome for children and their families and to reassure them that school is a safe and caring environment.
- To provide children and families with accessible information about the school and the curriculum.
- To ensure children with medical needs are properly assessed on entry to the school, particularly hearing and eyesight tests, and to ensure that the children's wider needs are addressed through co-ordination with school agencies and services.
- To record relevant information about a child's background and to access previous educational background where possible.
- To acknowledge and celebrate the skills and knowledge that new children bring to the school
- To develop strategies to encourage new pupils to make friends and have positive peer support.
- To enable each child to make good progress and participate in the curriculum at an appropriate level.

Whole School Procedure for Mid-year Admissions

An agreed whole school procedure for mid-year admissions is implemented which identifies key roles for different members of the school staff. However, we recognise that all staff and children in the school have a role in welcoming new arrivals.

The first meeting is on the Thursday and then the admission day is the following Monday. The admission officer ensures that an LSA is informed so that they can take the child to the class. Where possible a member of staff who speaks the child's home language will be used for this.

The Admissions Procedure

Office Staff contact parent or carer to attend an interview. (A second letter is sent out if there is no response to a phone call).

Set up a pre-admission meeting with parents/carers

In addition to relevant proof of eligibility and identity being confirmed, the following information should be completed at the Admissions Meeting:

Email sent to Head teacher, Inclusion leader, Sendco, Assessment Leader and Class teacher to ensure the Admission form and information is given to relevant key staff.

Families will be welcomed by the Office Staff and meet with the Learning Support Assistant and a member of the Senior Leadership Team (if they have not already met with them).

Child / family information is recorded on Sims (On the first day)

- Preferred name ascertained.
- Visits permission form completed.
- Home School Agreement discussed and signed.
- Free school meals form, if appropriate, is completed.
- Medical needs.
- Access to previous school records.
- Family provided with School Prospectus (with information about uniform, PE Kit, use of ICT, local visits, clubs etc.)
- Tour of school.
- Meet class teacher

Between Interview and Admission Day

The admission officer informs the Class Teacher of details from the admission form as well as any specific needs or additional notes made during the Admissions Meeting.

Class Teacher prepares the class and the classroom for a new arrival (allocate seat and label tray, provide pencils and necessary resources, talk to the class about the new pupil).

A 'Class Buddy' is appointed to welcome and support new arrival.

Inclusion Team supports the Class Teacher in planning for and assessing the new arrival.

The SENDCo is made aware of any specific needs.

Where necessary, steps are taken to try to produce a care plan prior to the child being admitted –although it is accepted that this may not always be possible.

Welfare made aware of any medical needs.

Admission Day

- Child/parents/carers welcomed by Learning Support Assistant who will take the child to their class.
- Office Staff enter new pupil on school roll.
- Office Staff request the pupil's records from their previous school.

Inclusion Team

- Welcome children and families on the admission day
- Organise a 'Buddy System' (ensuring peers have the skills to be Class Buddies) so the new child is well supported
- Maintain a record of newly-arrived pupils
- Monitor how new arrivals have settled into school and maintain appropriate records in liaison with the Inclusion Co-ordinator and in conjunction with parents
- Liaise with class teachers on the progress of new arrivals.
- Plan activities and interventions to support the pastoral needs of new arrivals.
- Develop effective ongoing communication with children and families.

The Inclusion team will arrange for assessment of the new pupil's progress (after 2/3 weeks). This will help to decide what support, if any, is needed. (The Inclusion Team will set out what actions need to be taken).

Address wider needs of new arrivals by making referrals to other agencies and services in conjunction with the Class Teacher and The Inclusion Team.

Inclusion Leader

Monitor how new arrivals have settled in and maintain appropriate records in liaison with the Class Teacher.

Liaise with Class Teachers and Learning Support Teachers on the progress of new arrivals.

Develop effective communication with children and families, drawing in interpretation services where required.

Arrange a mother tongue assessment if there are concerns about a child's progress and liaise with Class Teacher, SENDCo and SEN team as appropriate.

Class Teacher

Read the pupil's admission form.

Ensure the class is a safe and welcoming place for the newly arrived pupils by:

Preparing books, tray and equipment as appropriate, helping the child to learn class routines, rules and expectations, preparing the class for the new child. Dual-language labels can be found on the EMA Fronter Website.

Collaborate with the Inclusion Leader that ensures that appropriate resources and strategies are adopted for accessing the curriculum.

Acknowledge child's previous learning, achievements, experiences and culture.

Build on and extend child's achievement and be familiar with any induction assessment.

Ensure all staff working with the child are fully informed.

Work with the Inclusion Team to assess the child.

Work with SENDCo on any special needs.

Appendix 1

Useful strategies for use in the initial weeks to help new arrivals settle in

The following list is by no means comprehensive, but includes activities that schools have found useful in settling new arrivals in and making them feel more secure.

- Staff use friendly and affirming body language and gestures.
- Pupil 'buddies' allocated, preferably from the same/similar background.
- Tour of the school to introduce key areas.
- Staff able to speak a few words in child's home language.
- Teach new arrival with no English basic survival language, e.g. toilet, yes/no, hello, I do not understand
- If possible display the child's language and culture in the classroom through books, visuals and labels

List of activities for children to do in first couple of weeks:

- Give the child time to settle
- Use YG to support and a buddy time to walk around the school to familiarise with the surroundings
- Set up activity cards with pictures for a visual timetable
- Make a book about the child
- Use mother tongue dictionaries for work
- Introduce words through games
- Make word sheets to support work
- Allow time for talk with peers
- Send home dual language books for reading
- Do some 'breakthrough' writing activities

Appendix 2
Assessment grid for early learners in English

William Torbitt Primary School

Name:

Date:

Class:

SEN (if applicable):

Home Language:

QCA EAL SCALE	LISTENING	THE CHILD	DATE	EVIDENCE
Step 1 (S1)	<p>*Pupils listen attentively for short bursts of time.</p> <p>*Use non-verbal gestures to respond to greetings and questions about themselves.</p> <p>*Follow simple instructions based on classroom routines.</p>	<p>With appropriate support (e.g. visuals, first language support) may join in classroom activities by watching and imitating.</p> <p>Responds positively to friendly approaches from peers. (e.g. nodding, smiling).</p> <p>Responds appropriately to simple instructions given to whole class (e.g. sit down/open your books).</p> <p>Recognises the names of some familiar class objects/equipment (e.g. table, chair, pencil, book).</p>		
Step 2 (S2)	<p>*Pupils understand simple conversational English.</p> <p>*Listen and respond to the gist of general explanations by the teacher, where language is supported by non-verbal cues, including instructions.</p>	<p>Follow simple conversation English.</p> <p>Can listen with some understanding to a simple account/description/story on tape.</p> <p>Listens and responds to gist of discussion in pairs/small groups, et.</p> <p>Can understand the gist of curriculum focused teacher talk, with visual support and repetition.</p>		
Level 1 Threshold (1T)	<p>*With support, pupils understand and respond appropriate to straightforward comments or instructions.</p> <p>*Listen attentively to a range of speakers, including teacher presentation to the whole class.</p>	<p>Responds appropriately to straightforward but non-routine questions/instructions.</p> <p>Displays basic understanding of age appropriate story/teacher presentation.</p> <p>Listens attentively to a range of speakers for a longer period of time and responds appropriately.</p>		
Level 1 Secure (1S)	<p>*In familiar contexts, pupils follow what others say about what they are doing and thinking.</p> <p>*Listen with understanding to sequences of instructions.</p> <p>*Usually respond appropriately in conversation.</p>	<p>Engages in short, meaningful dialogue with adults/peers on familiar subjects or matters of interest.</p> <p>Is beginning to use appropriate linguistic/social/cultural conventions in conversation (e.g. taking turns, apologising for interrupting, following intonation cues).</p> <p>Demonstrates understanding by responding appropriately to more sophisticated instruction in familiar contexts (e.g. follows a sequences of three or more clearly stated instructions).</p>		

QCA EAL SCALE	SPEAKING	THE CHILD	DATE	EVIDENCE
Step 1 (S1)	<p>*Echo word and expressions drawn from classroom routines and social interactions to communicate meaning.</p> <p>*Express some basic needs, using single words or phrases in English.</p>	<p>May use first language in activities with peers and/or adults.</p> <p>Can answer yes/no, exchange hello/goodbye.</p> <p>Can answer own name on register.</p> <p>Can ask for help using single words or short phrases (e.g. to go to the toilet, where the next lesson is).</p> <p>Can communicate likes/dislikes/dietary requirements using single words or short phrases.</p>		
Step 2 (S2)	<p>*Copy talk that has been modelled.</p> <p>*In speech, show some control of English word order.</p> <p>*Pronunciation is generally intelligible.</p>	<p>Copies talk that has been modelled.</p> <p>Is beginning to use simple phrases and key words to communicate needs and ideas.</p> <p>Beginning to use English to participate in simple collaborative classroom activities.</p> <p>Can retell a simple story/account, with support (e.g. visual).</p> <p>Shows some control of English word order (e.g. I go toilet).</p> <p>Pronunciation is generally intelligible.</p>		
Level 1 Threshold (1T)	<p>*Speak about matters of immediate interest in familiar settings.</p> <p>*Convey meaning through talk and gesture and can extend what they say with support.</p> <p>*Speech is sometimes grammatically incomplete at word and phrase level.</p>	<p>Able to use simple phrases to express needs.</p> <p>Able to talk about matters of immediate interest in informal situations.</p> <p>Simple sentences are usually/often grammatically complete at word and phrase level.</p> <p>Can make short contributions to class/group discussions.</p>		
Level 1 Secure (1S)	<p>*Speak about matters of interest to a range of listeners and begin to develop connected utterances.</p> <p>*What they say show some grammatical complexity in expressing relationships between ideas and sequences of events.</p> <p>*Convey meaning, sustaining their contributions and the listeners' interest.</p>	<p>Able to use simple phrases and sentences and a wider range of vocabulary to convey feelings/opinions/ideas.</p> <p>Beginning to formulate sentences and phrases with connectives indicating causal relationships (e.g. because, so, then).</p> <p>Beginning to use different tenses (simple past and future).</p> <p>Contributes meaningfully in pairs/small group discussion (e.g. his/her questions/comments/suggestions are understood and acknowledged).</p>		

QCA EAL SCALE	READING	THE CHILD	DATE	EVIDENCE
Step 1 (S1)	<p>*Participate in reading activities; know that in English print is read from left to right and from top to bottom.</p> <p>*Recognise own name and familiar words.</p> <p>*Identify some letters of the alphabet by shape and sound.</p>	<p>May use first language literacy skills to access English text.</p> <p>Can follow the gist of an English text through support from first language/visual.</p> <p>Can recognise own name.</p> <p>Can recognise some symbols and words in context (e.g. McDonalds, Coke, Nike).</p> <p>Is beginning to recognise some individual sound/symbol relationships in English.</p>		
Step 2 (S2)	<p>*Begin to associate sounds with letters in English and to predict what the text will be about.</p> <p>*Read words and phrases learned in different curriculum areas.</p> <p>*With support, can follow a text read aloud.</p>	<p>Beginning to associate sounds with letters in English.</p> <p>Reads and understands some simple class/school signs and labels (e.g. library, Office, subject names).</p> <p>Can read familiar words and phrases from different curriculum areas.</p> <p>Can read back own sentences scribed by an adult.</p> <p>Beginning to predict from visual cues/key words/group discussion what the text will be about.</p> <p>Can follow a simple text read aloud, with support (e.g. visuals, prior discussion).</p>		
Level 1 Threshold (1T)	<p>*Can read a range of familiar words and identify initial and final sounds in unfamiliar words.</p> <p>*With support, can establish meaning when reading aloud phrases or simple sentences and use contextual cues to gain understanding.</p> <p>*Respond to events and idea in poems, stories and non-fiction.</p>	<p>Has basic sight vocabulary including most commonly used words.</p> <p>Recognises and knows the sounds of most letters of the alphabet.</p> <p>Attempts to extract meaning from unfamiliar words by using visual and context clues.</p> <p>Is beginning to access meaning of text at sentence level.</p>		
Level 1 Secure (1S)	<p>*Use knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting.</p> <p>*Comments on events or ideas in poems, stories and non-fiction.</p>	<p>Has increased sight vocabulary of commonly used words (e.g. stop, school, bus), both in and out of context.</p> <p>Can use knowledge of individual letter/cluster sounds to decode simple, unfamiliar words.</p> <p>With support, uses increasing knowledge of English vocabulary to establish/infer meaning from familiar texts.</p> <p>Can follow and understand the gist of a text read aloud (e.g. shared reading time), with the appropriate support (e.g. paired reading, visual support).</p> <p>Responds to text by e.g. answering simple factual questions;</p>		

QCA EAL SCALE	WRITING	THE CHILD	DATE	EVIDENCE
Step 1 (S1)	<p>* Use English letters and letter-like forms to convey meaning.</p> <p>*Copy or write own name and familiar words and write from left to right.</p>	<p>May build on first language literacy skills to develop initial literacy skills in English.</p> <p>Can copy own name and familiar words recognisably.</p> <p>Can write own name and some familiar words independently.</p>		
Step 2 (S2)	<p>*Attempt to express meaning in writing, support by oral work or pictures.</p> <p>*Generally their writing is intelligible to themselves and a familiar reader and shows some knowledge of sound and letter patterns in English spelling.</p> <p>*Building on their knowledge of literacy in another language, show knowledge of the function of sentence division.</p>	<p>Pupils attempt to express meanings in writing, supported by oral work or in pictures.</p> <p>Can label some every day and subject-related objects e.g. parts of the body.</p> <p>Generally their writing is intelligible to themselves and a familiar reader i.e. can usually read back own work.</p> <p>Shows some knowledge of sound and letter patterns in English spelling.</p> <p>Possibly building on their knowledge of literacy in another language, pupils show awareness that text is divided into separate words and sentences.</p>		
Level 1 Threshold (1T)	<p>*Produce recognisable letters and words in texts which convey meaning and show some knowledge of English sentence division and word order.</p> <p>*Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.</p>	<p>Commonly used letters are clearly shaped and mostly correctly orientated.</p> <p>Can, without support, write a limited number of words and short phrases, even if displaying some inaccuracies.</p> <p>Writing shows some understanding of English sentence structure (e.g. subject, very, object) even if displaying some spelling and grammatical inaccuracies.</p>		
Level 1 Secure (1S)	<p>*Use phrases and longer statements which convey ideas to the reader, making some use of full stops and capital letters.</p> <p>*Some grammatical patterns are irregular and grasp of English sounds and how they are written is not secure.</p> <p>*Letters are usually clearly shaped and correctly orientated.</p>	<p>Most letters are clearly shaped and correctly orientated.</p> <p>Beginning to make use of full stops and capital letters to demarcate sentences in simple narrative/non-narrative pieces of writing.</p> <p>Beginning to spell very familiar words accurately (e.g. is, the, my).</p> <p>Uses knowledge of letter sounds to attempt to spell less familiar words.</p> <p>Shows some awareness of basic grammatical patterns (e.g. subject-verb-object; subject-verb-agreement; regular plurals).</p> <p>Writing attempts to express ideas or relate a sequence of events.</p>		

Appendix 3

Welcome to William Torbitt School (Part of Welcome Pack)

Head Teacher: Patricia Hinds

Deputy Head Teacher: Vicki Blaize/Jessica Butler

School begins at 9:05am and finishes at 3:20pm

You will be starting on _____

Your child's Class Teacher is _____

Your child's class is _____

Your child's 'Class Buddy' is _____

P.E. is on _____

You will need a T-shirt, a pair of shorts and trainers or plimsolls

Appendix 4

Checklist for Class Teacher

- Read the admission form
- Label any equipment for New pupil (and coat hook) with the pupil's preferred name, ensuring it is correctly spelt
- Prepared and labelled exercise books?
- Considered where the child will sit and in which groups he/she will work in
- Have you talked to your class about welcoming pupils new to the class? Have you informed them of children due to arrive
- Placed the child with a friendly helpful 'Buddy' who can help them during play and lunchtimes? 'Buddies' can also help children become familiar with classroom routines.
- Familiarised yourself with the child's recent history and experiences, which may include being a refugee, homeless or other difficult circumstances
- What is the child's current living situation? Does the child have any siblings or relatives in the school?
- How well does the child function in English? Have you discussed any concerns with the Inclusion Leader?
- Looked at the child's record from previous schooling (if available) and considered how to build on previous achievements? Is the child new to schooling?
- Made contact with the child's parents/ carer? Are there any concerns that you need to discuss with them at an early opportunity? Have parents/carers had an opportunity to share their own concerns?
- Spoken to the SENDCo/Inclusion Team about any concerns