

Battle Primary School Policy for Newly Arrived Pupils from Abroad

General aim

- To provide a clear policy for welcoming and supporting newly arrived pupils from abroad.

Our Policy

- We view families who speak languages other than English as an asset which is valuable and enriching to this school.

At Battle School:

- We will take account of the cultural, linguistic and academic needs of newly arrived pupils and recognize the positive contribution these pupils can make to our school
- Teachers and support staff will prepare classes to ensure they are welcoming to the new arrival
- Teachers will set up a peer support system which, if possible, will include a pupil who shares their home language
- We will positively reflect the new arrivals' language and culture throughout the school environment
- We will build partnerships with parents as an essential element of working with newly arrived children

When starting school

- After an admissions form from RBC has been received by the office, forms and documentation required will be handed out to the parents/carers of newly arrived pupils and explained by the office, to be completed at home and returned to the office prior to the pupil's start date at school.
- Once a place has been accepted, parents/carers will be given an appointment to meet the Ethnic Minority Achievement teacher for a welcome to the school, including school information and requirements and a tour of the school on (or as soon as possible) after the starting date at school.
- At this initial meeting the family will be given an 'All About Me' form (Appendix 1) to fill in with their child at home regarding the pupil's previous schooling, ability in first language, languages spoken at home, religious and cultural background including any dietary requirement, hobbies and interests.

- An interim summary of the family/educational background will be passed on to the relevant class teacher. This will inform the class teacher of languages spoken, understood, read and written by the pupil and their parents/carers. It will also explain any previous schooling mentioned at the initial parental/carer meeting.
- The class teacher will be made aware of their new arrival before the start date: *office responsibility*.
- It is the teacher's responsibility to prepare their class beforehand, with support of the EMA teacher, when they have been informed of their new arrival.
- *N.B. Appendix 2: Specific actions to support newly arrived EAL pupils and their families*
- The Inclusion Manager will inform the senior management team of any newly arrived pupils from abroad.

When at School

- Pupils will start school according to R.B.C policy and report to the office at 8.45 a.m.
- Office staff will take new pupil to their new class. The new pupil will be assigned a supportive buddy, if possible with the same home language.
- On the first day the pupil will be given a home/school book. This would have been explained during the introductory meeting to the parents/carers. This book is to record any questions that pupils or parents/carers may have and is to assist communication between the school and parents/carers.
- Within four weeks of the pupil's arrival an English Language Assessment will be carried out by an EMA teacher (or a request for a bilingual assessment is made to Equality Services). This will inform the class teacher of the extent of English known by the pupil. The pupil will then start a Beginners in English Programme if required. Improving Beginners will receive support in developing their language skills, provided by the EMA staff within school.

Policy Date	Review Date	Review Committee
Sep 2011	Sep 2012	Curriculum

Appendix 1

Battle Primary School

All About Me!



Appendix 1 ALL ABOUT ME - Background Information |

Full name: (underline family name)

- male/female

Name child is called at home:.....

Name to be called at school, if different
.....

Age now:

Date of birth	Country of birth	Religion	Arrival date in U.K (if not U.K. born)	Expected length of stay in U.K.

Family information:

Mother's name Father's name
.....

School letters should be addressed to
.....
....

Who do you live with?
.....
.....

Brothers/sisters names	Age	Male/Female	Schools attended

Use of language:

Languages spoken at home by pupil and family
Mother Father
.....

Brothers/sisters Grandparents
.....

Languages spoken by pupil

.....

Languages read by pupil Languages written by pupil

ALL ABOUT ME - Background Information (cont'd)

Previous schooling:

Country	Date started	Ages (from-to)	Languages used	Assessment (exam/grades)

Community Links:

Does child attend any school/class in the community? yes/no

Type of class attended (first language, community, religious, Mosque)

Language/s child is learning to read/write outside school

Is an interpreter needed for parent/s to speak with teacher? yes/no

Support for learning:

Favourite subjects in school	
Interests/hobbies/sports	
Extended time away from school (reasons, length of time, date)	

Diet/Health:

Dietary restrictions

Is child right or left handed?

Should child wear glasses or hearing aid for learning?.

Appendix 2: Specific actions for staff to support newly arrived EAL pupils and their families

- Make sure the pupil is sitting near the front of the class
- Assign a sympathetic classmate as a 'buddy' who ideally has the same first language for class work and playtimes
- Place the pupil in a supportive group/set appropriate to their level of ability
- Encourage pupils to speak read and write in their first language
- Acknowledge the pupils first language by incorporating it in display materials
- Where appropriate and if possible, ensure pupil has access to a bilingual dictionary and reading books
- Consult the pupils 'All About Me' form to gain background information about the pupil's family, religion, language and interests
- Teach the child 'survival language' (words & phrases/simple sentences)
www.languageofthemonth.co.uk
- Use body language, gestures and visual aids to assist understanding Do not worry if initially the child does not participate. Observation and listening skills are an essential part of acquiring a second language
- Provide a home/school book in order to aid communication between school and home
- Involve parents in supporting their child at home (using their home language or English)
- Ensure the lunchtime manager is aware of newly arrived pupils