

# **QRA Primary School Induction Guidance Policy for New Arrivals**

## **Version 1.1**

**Modelled upon Wiltshire Council EMAS materials**

## **INDUCTION GUIDANCE PACK FOR NEW ARRIVALS.**

### **Contents and purposes**

#### **Part 1 Key messages**

Key messages were shared with staff as part of the EAL INSET day Feb 2013. See leadership report for CPD outline to key points reflected upon. These are the key messages from the DCSF New Arrivals Excellence Programme. (Ref: 00041-2008FLR-EN). All staff should be made aware of these key messages.

#### **Part 2 Induction flow chart**

This gives a recommended sequence of events leading up to the new pupil starting school.

#### **Part 3 Pupil Record form**

This provides a format for the parent/carer interview recommended in the induction flow chart above.

#### **Part 4 Parent interview guidance**

This provides advice on conducting parent interviews and ascertaining useful intelligence from families to meet pupils needs in school more effectively.

#### **Part 5 Teachers' checklist for induction of pupils new to English**

This provides a checklist to help classroom staff prepare for the new pupil and to ensure the child settles quickly.

#### **Part 6 Conditions for learning - cultural implications**

This provides advice about taking cultural differences into account when considering the needs of your newly arrived pupil.

#### **Part 7 Advice for primary teachers working with bilingual children**

This provides ideas and strategies to support children new to English to access the curriculum and develop their English language skills. It is intended to help classroom staff plan for the inclusion of the new pupil.

#### **Part 8 Assessing English: observable outcomes**

This is adapted from a checklist from the DCSF New Arrivals Excellence Programme which will enable class teachers to begin to assess the new pupil's literacy skills and compile evidence for the pupil to be assessed against the NASEA scales.

#### **Part 9 Resources list**

This gives information about useful websites to access materials and resources suitable for new to English pupils in the primary classroom.

#### **Part 10 Notification of New Pupil learning English as an additional language**

This is the form to action the Barnsley EMAS Primary resource and induction package of support in relation to newly arrived pupils.

#### **Part 11 Request for advice/guidance/CPD from Barnsley EMAS Primary Team**

This is the form to request further support and guidance for staff in relation to all Black and Minority Ethnic pupils.

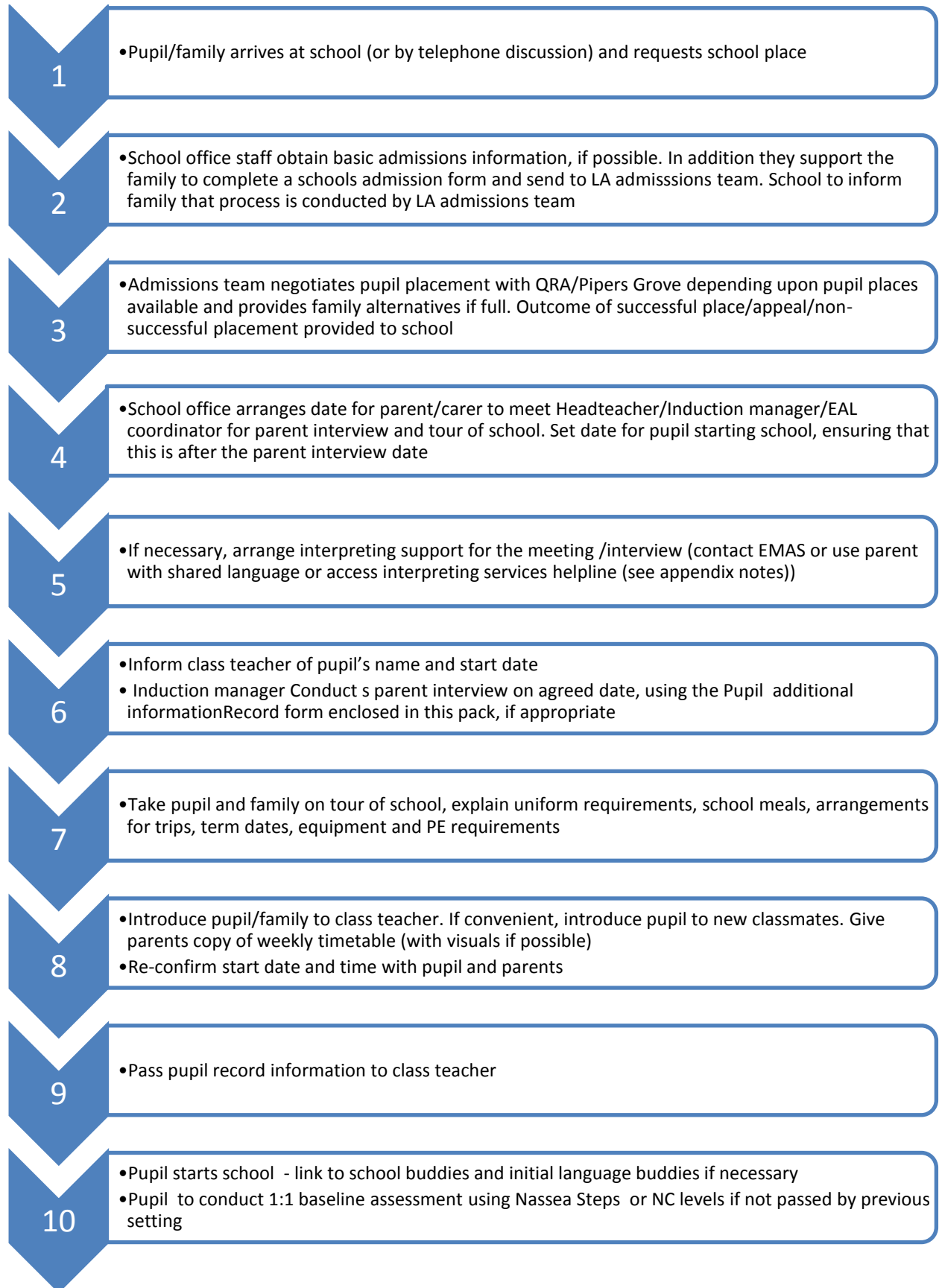


## Welcoming new arrivals – key messages

- Pipers Grove/QRA should take account of the cultural, linguistic and academic needs of newly arrived children and recognise the positive contribution newly arrived children can make to the school
- Pipers Grove/QRA will monitor the progress of pupils newly arrived as all children to ensure they make appropriate learning gains. Progress of these pupil groups will be reported to governors through termly vulnerable group data reporting
- Welcoming new arrivals requires a whole school approach. Pipers Grove/QRA has a sizable proportion of EAL/Newly arrived pupils. Therefore the school needs to ensure that we have a carefully considered process for welcoming new arrivals.
- It is important that the new arrivals find their language and culture positively reflected in the school environment.
- Building partnerships with parents is an essential element of working with newly arrived children

*Adapted From DCSF New Arrivals Excellence Programme (Ref: 00041-2008FLR-EN)*

## New arrivals induction flow chart



**New arrival additional information PUPIL RECORD**

(for use at interview with parent/carer to provide additional information to basic admission form)

**Reassure family that this information will support the school in meeting the pupil's needs; for example the initial kinds of support and resources will differ from a child new to UK schooling compared to new to education. When national SAT's take place this information is useful to know in regard to whether their child's results are included in schools data**

<b>a. Full name of pupil: (inc chosen name if different)</b>		
<b>Name in script of first language where appropriate:</b>		
<b>Male/Female</b>	<b>b. Date of birth:</b>	<b>c. Year group: Start Class:</b>
<b>d. Names and ages of siblings + relatives in school:</b>		
<b>Pupil's position in family (e.g. 1/4):</b>		
<b>e. Ethnicity:</b>	<b>f. Religion: any specific req.</b>	
<b>g. Dietary requirements:</b>		
<b>h. Country of Birth:</b>	<b>Place of birth:</b>	
<b>i. Date of arrival in UK (if born outside UK):</b>		
<b>j. Date of admission to present school:</b>		
<b>k. Details of previous education</b>		
<b>a) In UK:</b>		
<b>b) Outside UK:</b>		
<b>l. Stage of English language development:</b> Beginner / intermediate / advanced (please circle)		

<b>m. Languages used by parents/carers: Spoken:</b>	<b>Written:</b>
<b>n. Languages used by child: Spoken:</b>	<b>Written:</b>
<b>o. Preferred language for communication with school:</b>	
<b>p. <i>If necessary</i> do the parents have a friend/relative who can interpret? Yes No</b>	
If yes, state his/her name and contact number: (Has school a parent buddy in this language?)	
<b>q. Has the pupil had any extended absences from school? Yes No</b>	
If yes, give details:	
<b>r. Other information e.g. health issues, pupil's interests and talents:</b> Has the child needed the doctor in the past – e.g have they SEND needs?	

<b>Guidelines for parent/carer interviews (to be used in conjunction with Pupil Record form Before interview</b>	<b>Notes and form ref:</b>
If possible, learn to say 'welcome' in the family's language.	
Ask the parents to bring an adult to interpret for them if necessary, or ask EMAS for the name of a local interpreter (subject to availability). NB. Interviews involving interpreters can be expected to take longer than the usual interview. Interpreters should be briefed on what is expected of them.	p.
Arrange to hold the meeting in a suitable place where you won't be disturbed. If parents' English is not fluent it is helpful to be in a quiet room where they can concentrate better.	
Have an example of school uniform and P.E. kit ready to show parents. Use the induction display  NB Offer help to fill in uniform grant application forms if this need is identified during the interview. E.G FSM	
Collate information to give parents about school term dates, INSET days, times of school day start and finish, homework timetables/guidance, school rules, dinner arrangements and costs, essential equipment to have ( pens, pencils etc) and FSM	
<b>During the interview</b>	
Confirm pronunciation of chosen name. This may differ from names written on forms  When establishing the pupil's birth date please note that not all parents will know the child's exact date. Some refugee children are given official dates by the Home Office on entry to this country as their passports / records have been destroyed (usually 1/1	a. b.



of the year the child is presumed to have been born). Also different calendars are used around the world.	
Establishing the pupil's stage of English language development will be based on the parents' opinions. Enquire about the language medium of schools previously attended and any test or exam results in English, if appropriate.	l.
From January 2007, it is recommended that schools collect First Language data from all pupils. For further information on this and advice on collecting information sensitively go to <a href="http://www.teachernet.gov.uk/docbank/index.cfm?id=9864">www.teachernet.gov.uk/docbank/index.cfm?id=9864</a> , and further guidance from <a href="http://www.standards.dfes.gov.uk/ethnicminorities/">tp://www.standards.dfes.gov.uk/ethnicminorities/</a>	m. n. o.
When establishing any dietary requirements make sure that class teachers are alerted to the importance placed by some religions on avoidance of certain foods e.g. not giving foods containing gelatine to Muslim or Jewish pupils. Some families may opt to have their children designated vegetarian to ensure they do not come in contact with forbidden animal products. Vegetarian dinner options may not be familiar to these pupils as at home they will be eating meat.	e. g. f.
When enquiring about <b>other information</b> you should establish if there are factors affecting the family such as coming from a political situation or stress at being separated from siblings / relatives.  Has the family has temporary or permanent resident status  Has the family used home country services for their child like doctors  (This may be sensitive information so explain that you need it to understand and support the pupil appropriately)	h. i. j. k. q
Learning about pupils' strengths and talents can be an important factor in helping a pupil to settle in to their new school quickly. If a pupil has a particular skill e.g. in music, PE, art then this can help them make friends with host pupils with similar skills.	r. d.
<b>At end of interview</b>	<b>Notes</b>

Give parents/carers an opportunity to ask any additional questions of their own.	
If possible, give them information about other families in school who share the same language / culture ( having first obtained permission from these families)  Explain which class their pupil is in. This may differ from year group	p. c.

)

### Teachers' Checklist for Induction of Pupils new to English (Primary)

1	Discuss the new pupil's arrival with the class beforehand and practise pronouncing his/her name correctly	
2	Class learns to say 'welcome' and 'hello' in the appropriate language	
3	Display written examples of the pupil's first language around the school e.g. classroom labels or room to be accessible through communicate in print resources	
4	Display a map of the country of origin, photos and basic information in the classroom	
5	Delegate two buddies to look after the new pupil for the first few days. Rotate buddies every few days.	
6	Provide a visual timetable for the pupil with list of equipment needed e.g. PE kit, swimming kit	
7	Provide an appropriate dictionary e.g. picture dictionary, phrase book, bilingual dictionary or electronic	
8	If there is another pupil in the school who speaks the same first language, enlist their help as appropriate	
9	Ensure school newsletters, trip information etc is translated or explained to parents (do not assume parents can read English)	
10	Set up a system of communication with the family (home-school liaison book, regular meetings after school etc)	
11	If appropriate - Ask parents if they would be willing to come into school to teach a few words of the home language- support other parents if dual language, read a dual language story at reading club time or bring in pictures of their country of origin?etc. Wider opps	



## Conditions for learning – cultural implications

### Culture shock

Whilst adapting to a new culture children may go through different stages. Initially, there can be excitement at the newness of the surroundings. Later, as children become more aware of the cultural differences, this can affect their own sense of security and self image - they may look for the support of other children from their own culture and they may complain about the new culture. As children begin to accept the differences between the new and the old culture, there may be feelings of uncertainty and regret - of being in between two cultures.

Although children seem to adjust to new situations much more quickly than adults do they still experience culture shock. This can be manifested in irritability, poor behaviour and lack of motivation.

### Potential challenges

Feelings of insecurity or trauma due to prior experiences.

Isolation and lack of friends.

Separation from one or both parents.

No previous schooling due to lack of opportunities or instability in the home country.

Different style or emphasis of education.

Children may feel misunderstood and unvalued if they cannot see any of their culture or language in the classroom/school.

Experiencing racism in or out of school.

### ***Cultural differences – a few examples***

Due to cultural differences some children may:

avoid eye contact with teachers since in their culture looking someone directly in the eye may have a meaning other than an acknowledgement of listening.

smile even when they are in disagreement with what is being communicated, or when they are being reprimanded, since in their culture a smile is a gesture of respect.

nod their heads to acknowledge that you are talking to them, but this does not mean that they understand you.

not want to eat with other pupils, because they are not used to eating with anyone but members of their own family.

not answer unless they know the answer. An incorrect answer or guess may mean 'losing face'.

be very quiet and co-operative in the classroom. This does not mean they understand or that they do not need help from the teacher

feel that written work is the most important part of their work and pay little attention to oral work or related learning activities.

**If you have any concerns regarding your pupil's resilience please discuss these further with your SENCO or Assistant Headteacher.**

## Advice for Primary Teachers working with bilingual children

	Do already	Will try
Ensure that the child feels their culture and background are recognised and valued (learn a few words/phrases; make bilingual labels/displays; share stories and pictures that reflect their background). <i>Confident children are more successful learners.</i>		
Provide visual support whenever possible (pictures, photos, diagrams, demonstrations, mime, gestures)		
Speak slowly and simply but naturally. Avoid or explain figurative language.		
Identify and model language demands of lessons (e.g. science lesson needs mostly past tense but predictions need future tense; instructions need imperatives)		
Model appropriate language and structures for pupil.		
Respond positively to pupils' speech, but try to extend their responses; e.g. <i>I go park</i> → <i>you went to the park</i>		
Put the child in a mixed ability group or with children who can provide good language models (not exclusive SEN/language groups).		
Provide plenty of opportunities for pair and group work, especially collaborative tasks (supportive, non-threatening, practice for new language skills)		
Preview lessons - provide key texts in advance to parents (if they can help) or to a T.A. to discuss with pupil		
Allow opportunities to revisit and talk about stories and lessons		
Provide a few key words for each subject or lesson. Build up a personal dictionary with pictures and translations in the first language (L1)		
Allow time for pupils to prepare responses with a partner. Oral rehearsal should precede written work.		
Pupils literate in L1 can draft ideas or complete a written task in L1. Encourage use of bilingual dictionary		
Literacy skills will transfer but the pupil may need a reading and spelling programme		
When marking, focus on content and highlight only 1 or 2 grammatical points		

Try to segment lessons into listening/speaking/reading/writing activities to maintain concentration and demonstrate language use in a variety of contexts		
---	--	--

**Baseline assessing English – Observable Outcomes linked to completion of the NASSEA steps recording tool – What we will initially assess...**  
*(Adapted from New Arrivals Excellence Programme)*

<b>Skills</b>	
<b>Listening</b>	
How the child responds physically (facial expressions, concentration, etc.)	
How the child responds verbally (in home language, in English, asking questions, etc.)	
<b>Speaking</b>	
When the child speaks (with an individual, in small groups, in the whole class, etc.)	
How the child speaks (with gestures, responding only, initiating)	
Supported or extended talk	
How well the child conveys meaning	
How clear the child's speech is (word order, grammar, pronunciation)	
<b>Reading</b>	
Child's awareness of print and books	
What skills the child has transferred from reading in another language	
What reading strategies the child uses	
How well the child understands and responds to texts	
<b>Writing</b>	
How well the child conveys meaning	
What vocabulary the child uses (descriptive, subject specific, etc.)	
Child's control of grammatical features (tenses, word order, determiners, plurals, prepositions, connectives, etc.)	

## Useful Websites

### General Guidance

English as an additional language (EAL)

[www.qca.org.uk/qca\\_5093.aspx](http://www.qca.org.uk/qca_5093.aspx)

Advice on beginners in EAL

<http://myweb.tiscali.co.uk/beginners/index.htm>

New arrivals FAQs

[www.standards.dfes.gov.uk/primary/faqs/inclusion/naep](http://www.standards.dfes.gov.uk/primary/faqs/inclusion/naep)

Meeting the needs of newly arrived learners of EAL

[www.standards.dfes.gov.uk/primary/publications/inclusion/newarrivals](http://www.standards.dfes.gov.uk/primary/publications/inclusion/newarrivals)

### Other EMAS websites: advice and resources

Barnsley Language and Cultural Support service

<https://www.barnsley.gov.uk/services/community-and-living/youth-support/language-and-cultural-support-for-schools>

### Teaching resources

[www.breazshare.net](http://www.breazshare.net) Combines resources from several sites

[www.primaryresources.co.uk/letters](http://www.primaryresources.co.uk/letters) Typical school letters translated into many languages

[www.collaborativelearning.org](http://www.collaborativelearning.org) Excellent activities for all pupils including pupils learning EAL

[www.schoolslinks.co.uk](http://www.schoolslinks.co.uk) Useful for poster, classroom signs, maths and science vocabulary in several languages incl. Polish, Spanish, German and French

[www.enchantedlearning.com](http://www.enchantedlearning.com) Bilingual picture dictionaries and topic resources in English plus a range of European languages and Japanese.

### Use communicate in-print software located in school



### **Accessing support from the Barnsley LA team**

To access support for children newly arrived in the country or children from travelling communities, complete the EAL and Traveller Achievement Team Referral Form and return to admin – [admincd@barnsley.gov.uk](mailto:admincd@barnsley.gov.uk). The new, EAL and Traveller Achievement Team Referral Form must be used for all referrals to the team from 8<sup>th</sup> April 2013 onwards.

The team will then process the referral and assign a member of staff as appropriate. The assigned member of the team will then contact the setting/school to clarify and agree appropriate support.

### **Contact Barnsley LA team**

For further assistance contact us on 01226 775925 or 01226 775926

**Barnsley EAL and Traveller Achievement Form: Student Referral Form**



Name of Organisation making referral	Date of referral
Person making referral	Contact email address

**Student Details**

Name of student requiring support		D.O.B	Year Group	Gender	am or pm Nursery
Language spoken	Ethnicity	Faith		Nationality	
Address		Contact telephone No			
Reason for referral:		CAF Completed:		YES	NO
Date of arrival in UK:		Date of admission to school/setting:			
Actions school/setting has taken to date:					
Other agencies involved:					

**Family Details**

Name of parent/carer/siblings:	Relationship with student:	Age: (If sibling)

**For Internal use only:**

No further action because:				Date:	
Allocated worker:					
Referral reasons: (please tick)					
Support <b>in</b> school <b>(EAL)</b>	Child in Care (Looked after) <b>(LAC)</b>	Racist Incident <b>(RAC)</b>	Welfare <b>(WEL)</b>	<b>(EHE)</b> Elective Home Ed	
Admission/ Transition <b>(TRAN)</b>	Child in Need/ Child Protection <b>(CP)</b>	Wayside Camp <b>(WAY)</b>	Attendance <b>(ATT)</b>	<b>(CME)</b> Child Missing Ed	
Support <b>in</b> school <b>(GRT) Gypsy Roma Traveller</b>	Support <b>in</b> school (Ethnic Minority) <b>(ETH)</b>	Education & Support <b>out</b> to school <b>(EOS)</b>	Signposting <b>(SIGN)</b>	New Arrival <b>(NEW)</b>	
Action:	Single session support	SMART Core	SMART Supplementary		