

Gilnow Primary School



New Arrivals Policy

Headteacher: Miss K Hesketh

This policy was reviewed by the Headteacher, SENCo and HLTA responsible for New Arrivals in December 2022 and accepted by the Governing Body in March 2023.

INTRODUCTION AND RATIONALE

At Gilnow Primary School, we serve a diverse, multi-cultural community and pride ourselves on providing a welcoming and inclusive environment for all families.

We have a relatively high level of transience throughout the school year and many children join our school mid-way through a term. Some of these children are International New Arrivals (INA), who many speak little or no English and do not know the local community. Arriving at a new school can be a daunting experience for any child; this policy outlines the procedures and strategies that we have in place, so that children can settle quickly into learning and school life.

Prior to Starting at Gilnow Primary School

Families who are International New Arrivals are supported by Bolton Achievement, Cohesion and Integration Service (ACIS), who contact school to arrange an induction. This service may also be able to offer support in assessing children's language acquisition. Other families are referred to school through the Local Authority.

Mrs Topalian, who is responsible for our home-school liaison, carries out an induction meeting with parents of all new children prior to them starting at Gilnow. During this meeting, she gathers information about the family and shares school information and expectations. An induction form is completed during the meeting, which is shared with Office staff and the class teacher.

A start date is then agreed between school and parents.

First two days at Gilnow Primary School

On their first day at school, we ask parents to bring their child to the School Office, where they will be met by Mrs Topalian (or the class TA if she is not available). Mrs Topalian is responsible for the following:

- Taking the child to their classroom and introducing them to their class staff
- Showing them their peg
- Introducing them to their buddy (a child who speaks the same language if possible)
- Showing them the key areas of school with their buddy

Class staff are responsible for the following:

- Ensuring that books, equipment and resources are prepared prior to the child's arrival
- Ensuring that any child who does not speak English has access to a communication fan, visual timetable and the 'Say Hi' app on an iPad
- Supporting the child in joining in and forming friendships, including identifying a suitable buddy (who speaks the same language if possible)
- Supporting the child in understanding and following class routines

Mrs Topalian will carry out a basic language assessment and feedback the outcome of this to the class teacher.

A member of the Safeguarding Team will make a phone call to the DSL at any previous schools to check that they have no safeguarding concerns to share.

First two weeks at Gilnow Primary School

Children then spend two weeks settling into their class. The class teacher will plan appropriate work for them based on the outcomes of the assessment. For children in EYFS, this is extended to a four week settling in period.

At the end of the two week period, an **Induction Review Meeting** is held (HT, SENCo, HLTA and class teacher) and a decision is made about the child's needs and ongoing provision:

- Child is working within the current ability range of their class and requires no additional provision.

- Child requires some support with language – targets are set on an Individual Language Plan (ILP) and provision is delivered by class staff.
- Child requires a higher level of language support – targets are set on an ILP and the child accesses daily language intervention outside of their usual classroom provision.

Language Support and Intervention for INA children at Gilnow Primary School

At Gilnow, we use the SEEMA EAL Intensive Programme. This is specifically designed to support children who are newly arrived from abroad or are in the early stages of learning English.

This support is delivered (usually by Mrs Topalian) outside of the usual classroom provision in a small group. Targets are reviewed on an ongoing basis and progress is shared in a weekly meeting between Mrs Topalian and the class teacher. Every half-term, a **Language Review Meeting** is held (SENCo, HLTA and class teacher) to assess if the additional support is still required.

This policy is shared with new teachers upon their induction and they are supported by the Inclusion Team when the first new arrival starts in their class. Leaders identify opportunities for staff to engage in relevant CPD relating to language development and specific support for EAL and INA children.