

St Hilda's C.E. Primary School

New Arrivals-Statement of Practice

2015



Rationale

In our school the teaching and learning, achievements, attitudes and well being of all our children is important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. Newly arrived pupils, particularly those who arrive outside normal admission times, may need additional support both educationally, emotionally and socially in order to thrive.

Definitions

New Arrival: Any child who arrives outside the normal admission times

International New Arrival (INA): Any child who enrolls at the school directly from outside the UK

International New Arrival+ (INA+) Any child who enrolls at the school directly from outside the UK whose language can not be currently supported by staff within the school

Objectives

- To welcome all New arrivals with a whole school approach through a carefully considered process.
- To take account of the cultural, linguistic, emotional and academic needs of newly arrived children and recognise the positive contribution the individuals can make to our school
- Build partnerships with parents as an essential element of working with newly arrived children
- To raise the attainment of newly arrived pupils
- To integrate newly arrived children into the life of the school and the class as quickly as possible in order not to experience marginalisation and exclusion
- To ensure that accurate information about a child's background and previous educational experience is gathered on admission
- To value and celebrate the skills and knowledge that new children bring to the school
- To ensure the inclusion of newly arrived children is a shared, whole school responsibility
- to prepare the school and the class to receive the new children
- To monitor the initial and ongoing progress of newly arrived children as part of whole school pupil tracking
- New arrivals need to be able to see themselves, their languages, cultures and identity reflected not only in the classrooms but also in the wider school and through an inclusive curriculum

EAL

In our school teachers are experienced at helping children who are learning English as an Additional Language by various means:

- providing a broad, balanced, active and creative curriculum with opportunities for hands on learning
- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- explaining how speaking and writing English are structured for different purposes across a range of subjects
- providing a range of reading materials that highlight the different ways in which English is used

- ensuring that there are effective opportunities for speaking and listening and that it is used to support writing
- encouraging children to transfer their knowledge skills and understanding from one language to another
- building on children's experiences of language at home, in the wider community so that their developing uses of English and other languages support one another
- providing support through ICT, video or audio materials, dictionaries and translators
- using the home or first language and contexts children are culturally familiar with (where appropriate)

Conclusion

New Arrivals to St Hilda's CE primary School will be inducted according to the actions in the flow chart below

