Willow Park Primary School

New Arrivals Welcome Policy

At Willow Park families that we consider to be new arrivals are those that have been in the UK for less than two years and are new to English or those who still need additional support with accessing and benefitting from school life.

**Admissions and Induction**

When a school place is requested, an induction session will be arranged. This needs to be at a time when appropriate staff are available to meet the family and when the new child’s teacher is in class.

Where there is a child in school with the same home language, they will greet the family and take the children on a tour of the school, with an appropriate adult.

When the child or family is new to English or at the beginning stages of English, we prefer to have a member of SLT (or the EAL lead) gather information about the learner using the New Arrivals Information Form provided (attached).

Where necessary an interpreter will be provided.

The child or children will spend time in their new classroom while parents or carers complete necessary paperwork.

We ensure the child has a coat and shoes, provide them with school uniform and a book bag, order a swimsuit, bag and towel. We understand that consider families in hotels have no washing machines, so any additional funded uniform will be really beneficial.

We clarify lunch arrangements and free school meals if appropriate.

We ensure the family understands which items are being given and which are on loan.

If the family is new to the English school system, we provide information about it in the correct language where possible.

If the child is in year 6, we make sure the parents understand that their child will need to change schools the September after they are 11. We give the parents this information while the interpreter is present and make sure they have support to apply for a secondary school place.

## Additional Admission and induction arrangements for asylum seeking and refugee pupils.

## Due to the specific experiences which refugee and asylum seeking pupils and families are likely to bring with them, we will-

We arrange for a professional interpreter to assist in the induction meeting, ensuring that they understand the family’s context, including being mindful of the local context in the country of origin.

We aim to establish an ethos of trust and partnership from this first meeting. We explain why questions are being asked, as many parents of asylum seeking or refugee pupils may have prior experience of interrogation by officials.

We clarify any entitlement to school uniform and signpost families to sight and hearing tests. The family can be asked if they receive benefits or asylum support vouchers.

We request proof of date of birth and share information about any local agencies and community organisations that help asylum seeking and refugee children and families.

We make sure that class teachers are given enough notice to prepare for the new child’s arrival.

**In the classroom**

Teachers will be given the New Arrivals Information form and should be able read it before the child’s first morning so that they can greet the family in their first language.

Teachers will make sure that somewhere in the classroom there is reference to the child’s home language or country of origin e.g. books, maps, flags.

If there is no language buddy available in the classroom, teachers will prepare communication fans or boards.

Teachers should arrange appropriate RWI assessment and some arithmetic work to help establish a baseline.

**Playtime and lunchtime.**

Teachers make sure the new child has a buddy from their class or a Young Interpreter from another class to help them join in on the playground.

**Curriculum and Pedagogy**

Where appropriate, KS2 new arrivals will join Golden Eagles and receive a bespoke curriculum that meets their emotional and social needs as well as their language needs.

In EYFS and KS1 new arrivals will join mainstream classes.

Children who are New to English or at the early acquisition phase need lots of hands-on activities and to be able to follow their interests and work independently. This means there will be continuous provision so that children are still able to develop skills and knowledge when the focus of the main class is not appropriate. This might be learner led activities such as in EYFS or phonics and number games and activities pitched at the right level and in independent learning folders for older children. Classroom organisation will reflect this provision for learners at the early stages of learning English.

Children will need specific opportunities to hear and practise the language for school and will often be supported through intervention work.

Using visuals enables learners to access whole class teaching with language support and key vocabulary in home languages. Having some experience of the concepts and vocabulary in advance of the lesson can also support children to access learning. Children will have independent activities simplified and can be encouraged to respond to learning through drawing and using their early phonics knowledge as it develops.

**EAL Assessment**

No earlier than a month after the child has arrived record an EAL assessment using the Bell Foundation EAL Assessment Framework. This will be a best fit band for Listening, Speaking, Reading and Writing. Record the child’s RWI group and give an age related score for Reading, Writing, Arithmetic and Reasoning**.**

**Communication with Parents.**

We try not to overwhelm newly arrived families with information from school.

We understand that text messages sent to the whole school are often unhelpful and newly arrived children’s names should be removed from text and mailing lists if the information does not affect them.

It takes a while for families to learn the names of classes, teachers and year groups and we work hard to remember that.

We try to use home languages where possible. Otherwise communication is in clear simple sentences that families can interpret using the internet.

### **Pastoral care**

### Asylum seeking and refugee children and young people are a very vulnerable group, who may experience emotional or mental health problems, discrimination and racism. Pastorally, or school’s first aim is to provide a safe and supportive environment for a refugee or asylum seeking child; both physically and emotionally.

Many refugees have come from unstable social situations and may have high levels of anxiety or emotional distress as a result of the trauma of leaving their home country and their initial experiences of the host country.

Some asylum seeking and refugee children may exhibit behaviour which can be related to their recent experiences. These behaviours can be disruptive, emotional, social or learning-related. Such behaviours are equally associated with SEND and mask other social, emotional and mental health difficulties, making it difficult to determine the cause and provide the right support. We try to solve problems as a team, avoiding seeing the child as in deficit and accepting that their needs may be different to others in the class and that we need to adapt to them.

Asylum seeking and refugee children can experience racism, bullying and discrimination within and outside school. We ensure that pupils and staff are clear that this is unacceptable and that they must report any incidents. We make it clear what constitutes unacceptable behaviour, including microaggressions, stereotyping and ‘othering’.

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