



**St Bonaventure's Catholic Primary School
Egerton Road,
Bishopston
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BS7 8HP**

Induction Policy for New Arrivals 2020

Induction policy for new arrivals reviewed after attending the 'EAL Champions CPD Programme' January 2022 (please see comments added)

Policy Owner	Headteacher
Governing Body Committee	Standards
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Next Review Date	Term 3, 2022/23

This policy is available at
<http://www.st-bonaventures.bristol.sch.uk/>

Induction Policy for New Arrivals

Vision

At St Bonaventure's we 'Strive to be the best we can guided by the light of Christ'. We take account of the cultural, linguistic and academic needs of all pupils who arrive new to the school and recognise the positive contribution all pupils can make to our school. We celebrate the variety of languages and cultures in our school community and seek to build strong partnerships with parents as an essential element of working with newly arrived children.

Rationale

All pupils arriving in a new school are entitled to the same welcome and induction into the life of their new school. We have agreed procedures in place for all newly arrived pupils.

We define new arrivals as:

- International migrants – including refugees, asylum seekers and economic migrants from overseas.
- Internal migrants – including children joining the school as a result of moving home within the UK.
- Institutional movers – pupils who change schools without moving home, including exclusions and voluntary transfers.
- Individual movers – children who move without their family, e.g. looked-after children and unaccompanied asylum seeking children.

(definitions taken from New Arrivals Excellence Programme, National Strategies Date of issue: 09-2007 Ref: 00650-2007BKT-EN)

Aims and objectives

- To prepare and welcome new arrivals and their families with induction procedures.
- To settle the new pupil into school in a welcoming, safe, stress free environment.
- To introduce parents to key staff members eg Head teacher, Deputy head teacher, Inclusion Leader, administrative staff, class teacher, class LSAs.
- To enable new arrivals to make good progress.
- To gather evidence for summative and formative assessment.

School Procedures

Action	Person Responsible
Families showing interest in attending St Bonaventure's contact the school to make an appointment for a visit.	Admin staff
Admin staff liaises with the Head teacher to arrange suitable time for initial visit.	Admin staff
Families visit the school and are shown around, school prospectus provided.	Head teacher/ Deputy head teacher
A request for a place is made to the Local Authority by submitting form to Bristol City Council School Admissions and by completing the supplementary school form.	Parent(s)
The school informs the local authority if a place is available.	Admin staff
The local authority send an official letter to the parents informing them of available place.	Local authority
Once the parents receive a letter informing them of a place the parents should be invited into the school for a 'welcome meeting' . This will inform the school of how best to support the child.	Admin staff
New arrival is allocated to a class by head teacher.	Admin staff/Head teacher
Class teacher is informed about the new arrival as soon as the place has been accepted.	Admin staff/ Head teacher
Once a place has been accepted admin staff arrange a welcome visit for the parent and pupil to meet with their class teacher. During this visit parents are given a New Starter paper Pack to take home and complete. This includes the New Starter Form- see appendix 1. Details of how we process personal information are contained in our Privacy Notice for Pupils, available on the school website. If the family does not speak English, appendix 1 to be translated into their home language.	Admin Staff
Start date of child to be agreed with parents and class teacher informed (with the flexibility for at least 48 hours notice)	Admin staff/Head teacher
Admin staff to check if an interpreter is needed for welcome visit and book one. (Contact BCC translating and interpreting service or use parent/friend/sibling with shared language.)	Admin staff
Parents given a point of contact e.g. Inclusion leader/admin staff who will make initial contact with them.	Inclusion leader/admin staff

All staff to be informed of the new pupil at the first available staff briefing and any information that other staff members need to know should be shared	Head teacher/admin staff
New arrival information is stored in pupil's confidential file.	Admin staff
If pupil has little or no spoken English, class teacher to provide on day 1 a picture/key word fans with words and simple phrases e.g. toilet, lunch, hurt.	Class teacher
Welcome certificate is given in praise assembly on the first available Friday.	Class Teacher
Class teacher to contact the child's parents in their first week to talk about how their child is settling in and any other relevant class information- see appendix 2. An interpreter is booked if needed.	Class teacher Admin staff
During first week, the class teacher to organise playground staff to monitor child's settling in period. SMSA to feedback any incidents to the class teacher if appropriate. Children to be given a playground buddy and SMSA to help to teach playground games if child is new to the country.	Class teacher SMSA

Class teacher's preparation for New Arrival

- In preparation for a new arrival, the class teacher will ensure all resources that the child will require on their first day are available. These will include a labelled drawer, coat peg, reading record and named books.
- The class teacher will inform the class of the new arrival in advance and let the class know and learn their name. They may plan preparation activities such as researching the child's home country/ language (if applicable). Children to learn a greeting in the child's home language.
- For pupils who are new to English the class teacher must provide the pupil with picture/key word fans with words and simple phrases, see above and see appendix 3 for introductory ideas on how to support new arrivals.
- Group the pupil with mixed or higher ability pupils who can provide good role models for language (not SEN groups).

The pupil's first day

- The class teacher meets the child and parents on the playground at least 5 minutes before the bell goes to welcome them.
- Class teacher to allocate a class buddy to help the child to orientate themselves with the school routines. A child who speaks the same language should be chosen if applicable or possible.

- Class teacher to organise playground staff to monitor pupil to ensure the pupil is settling in well at break and lunchtimes. This should be carried out for the first week of pupil's arrival.

Following first day/week

- A clear timetable to be established for any intervention activities.
- Individual EAL action plans with specific learning targets should be drawn up for early stage bilingual learners to support class targets.
- Arrange a review meeting with the parents, 6 weeks after the pupil begins to discuss the pupil's integration and possible targets for progression. *Ensure interpreting support is available for families of EAL pupils if necessary.*

Pupil assessment

- After a settling – in period the newly arrived pupil will be assessed within curriculum areas to provide information on next steps in learning.
- Ongoing assessments will take place over a six week period at the end of which a judgment will be made about the national curriculum age - related expectations at which the pupil is operating in Literacy (speaking and listening, reading and writing) and mathematics.
- All pupils will be assessed to make sure the best possible progress is made, provision and resources will be made available while taking into account the pupil's background and prior learning experiences.
- During the ongoing assessment period the new pupil should have full access to the curriculum and formative evidence should primarily be obtained from pupil's responses to class work.

Appendix 1
School Contact information sheet

Child's Name: _____

New Starter Form

<u>Strengths/interests of the child</u>
<u>Areas to improve</u>

Family information

Mother (name)	
Father (name)	
Any other person with parental responsibility/Guardian Order?	
Does the child live with both parents? If not, please provide details.	Yes / No
Who lives at home with your child?	
Are there any Court Orders in place? (please provide a copy)	
Brothers (name, age, school year group)	
Sisters (name, age, school, year group)	
Is your child a young carer? If yes, who for?	Yes / No
Is there any social worker involvement?	Yes / No
Has your child ever been in care?	Yes / No
Does your child or a member of their family have refugee status? If yes, who.	Yes / No

Religious and Cultural information:

What faith is your child?	
Are you happy with the Catholic ethos of the school?	Yes / No

Languages used at home

What languages are used by the pupil:

Language	Please detail your child's ability in those languages		
	Speaking	Reading	Writing
	Good / Basic	Good / Basic	Good / Basic
	Good / Basic	Good / Basic	Good / Basic
	Good / Basic	Good / Basic	Good / Basic

Have you any concerns about your child's first language development? If yes, please detail.	Yes / No
Do parents/carers require an interpreter	Yes / No

Previous schooling:

School name/ address	Dates	Support received?	Reason for leaving

Previous countries your child has been resident:

Country	Date

Would you be happy for us to contact you to ask if you would share any of your experiences in those countries to help us to educate our pupils?	Yes/No
If English is not the parent/carers first language, would you like someone to contact you about coming along to one of our EAL Parents coffee mornings that take place weekly to discuss things that are happening in school and to meet other people and become part of our school community?	Yes / No

Medical information

Has your child had a recent sight test? Any issues?	Yes / No
Has your child had a recent hearing test? Any issues?	Yes / No
Does your child have any medical conditions that we need to be aware of?	Yes / No
Does your child have any allergies?	Yes / No
Does your child take any regular medicine at home? If yes, what medicine.	Yes / No

Does your child require regular medicine during the school day? If yes, what medicine.	Yes / No
Are you concerned about your child's health in any way? If yes, in what way.	Yes / No

Special Educational Need

Does your child have any diagnosed Special Educational Need? If yes, please provide details.	Yes / No
Has your child ever had investigations for a Special Educational Need? If yes, please provide details.	Yes / No
Are you concerned about your child's development in any way?	

Signed..... Dated

Parent/carer

If you would like to know more about what we do with your personal information, please read our Privacy Notice for Pupils
<http://www.st-bonaventures.bristol.sch.uk/web/policies/270975>

Appendix 2

Information to share with parents during meeting in first week of settling in

- Copy of class/year group parent information PowerPoint (which is given out in September)
- Dates of planned class events e.g. upcoming trips, class assembly, swimming dates.
- Dates of planned school events e.g. non-uniform days, parents' evenings.
- Draw attention to the school website and where to find relevant information. Ensure pupils have class webpage log in and Goggle meeting accounts.
- Inform parents of the class parent representative.

Appendix 3

Class teacher- Introductory activities for the classroom for pupils who are new to English.

- Say something about his/her country and culture and his/her language background.
- Use a world map to identify the country of origin.
- Invite discussion about what pupils already know about this country.
- Invite the pupils to say how they can help the child to settle in.
- Choose 2 buddies for the new arrival, one of which should speak the same language if possible from any part of the school.
- Investigate the linguistic skills of all school community - someone might know the pupil's language.
- Learn to say greetings in pupil's language where possible. Share these greetings with your class. (if Polish see Polish translations on shared drive in EAL resources file)
- Provide picture/key word fans with words and simple phrases
- Use a bilingual dictionary if possible and ask parents for a list of basic phrases in first language.

- Use gestures, facial expressions.
- Use visual aids, pictures, and objects (see EMAS website and EAL resources on the shared drive).
- Use books, tapes in first language.
- Work through suggested basic vocabulary areas and sentence patterns in 'Advice and guidance for pupils new to English' document (on Inclusion notice board) for short periods each day, supported by adult or more able buddy. At other times, provide differentiated work, group new arrival with able pupils and give them a role in collaborative tasks.
- Use EMAS games for language development. (emas4success.org)