

CROMWELL ACADEMY

NEW ARRIVALS POLICY

This policy focuses primarily on meeting the needs of pupils who have arrived in school as a result of **internal migration**. However, it may be more widely applicable to a number of groups who arrive in school outside standard admission times.

New arrivals may be described as:

- **International migrants**-including refugees, asylum seekers and economic migrants from overseas.
- **Internal migrants** – including pupils joining the school as a result of moving home within the UK. This would include Gypsy Roma and Traveller pupils.
- **Institutional movers** – pupils who move schools without moving home, including exclusions, managed moves and voluntary transfers.
- **Individual movers** – pupils who move without their family, for example looked after children and unaccompanied asylum seeking children.

This document is intended to be used by all staff, school governors, inspection teams and the County Advisory and Inspection personnel. Copies are available to parents from the School Office.

Our School

Our school recognises that:

- All pupils are entitled to education and access to a broad and balanced curriculum.
- Pupils learn best when they feel secure and valued, whatever their home language, culture or religion.
- Newly arrived pupils, particularly those who arrive outside normal admission times, need additional support both educationally, emotionally and socially.
- We have a duty to promote race equality in line with the requirements of the Race Relations Amendment Act (2000).
- Parents/Carers need help to access information about the school curriculum and processes of learning.

As a relatively young school we are listening to our community, including parents, children and staff to help us improve further.

We are working hard to ensure that we are an inclusive school, a school where each child, whatever their background and abilities, is encouraged to reach their potential and achieve high standards, educating the whole child through a broad, balanced and inclusive curriculum.

We enjoy celebrating all our successes and achievements.

Our Aims

Our **Statement of Purpose**, that underpins everything that happens in school, clearly sets out our overarching aims for our school – to be the best we can be.

At Cromwell Academy we continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school is given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

We actively promote and foster positive attitudes and commitment to an education for equality.

We aim to achieve this by:

- Providing newly arrived pupils with a safe welcoming environment where they are accepted valued and encouraged to participate.
- Providing an environment where their lifestyles and cultures are positively reflected around the school.
- Ensuring that the knowledge, experience and skills that they bring are acknowledged and seen as an asset to build on.
- Ensuring that parents/carers understand the new educational system of which their child is now part.
- Developing strategies to encourage new pupils to be included as part of the school.
- Ensuring that pupils see their languages, culture and identity reflected through an inclusive curriculum.
- Raising the attainment of newly arrived pupils through appropriate assessment, support and tracking

Roles and Responsibilities

Our New Arrivals Policy outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual knows what is expected of them. Promoting and fostering a safe, welcoming environment where newly arrived pupils can achieve and learn is the responsibility of the whole school staff, including support staff.

Whole Staff

Teachers, Teaching Assistants, Governors and support staff all have a responsibility to welcome and support new arrivals, to identify and remove barriers. The Senior Leadership Team is responsible for ensuring that attainment is monitored and tracked.

The SENCo

The SENCo is responsible for coordinating, monitoring and maintaining an overview of newly arrived pupils. This person is also responsible for Liaising with Cultural, Race, Equality and Diversity Service, providing support for members of staff and organising relevant intervention for these pupils.

Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the policy is implemented. They will know the implications of the policy for their planning, teaching and learning strategies, as well as for behavioural issues. The teachers are responsible for the pastoral and academic needs of these pupils and ensuring that the curriculum is delivered to meet the needs of these pupils fully taking into account their level of English, school experience and academic level.

Administrative, Supervisory and Support Staff

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

Teaching Assistants

Teaching Assistants who work with newly arrived pupils may give limited 1:1 support through CREDS funding, EMAG or Personalised Learning funding. These Teaching Assistants will be supported by the Leader of Inclusion and given training/support from CREDS.

Local Authority

The local authority also has a role through the Cultural, Race, Equality and Diversity Service. Contact will be made with the service where necessary to assist with initial assessment, advice and resources. CREDS will provide training and support within school where necessary on a range of issues around English as an Additional Language, Gypsy Roma and Traveller children and Black, Minority and Ethnic children.

Key Areas in Promoting and Fostering a Positive Environment for New Arrivals

Admission

The school will:

- Arrange a meeting with parents/carers to gather a range of information such as languages used at home, previous schooling and exposure to English. This will be recorded on a New Arrivals information sheet. This information will be used solely in school to ensure a smooth transition into Cromwell Academy School life
- Invite an interpreter to attend if parents/carers do not speak English, who could also be a contact from the community.
- Ask parents/carers to bring in any reports, school work and exercise books from the child's previous school.
- Give introductory information to parents/carers about the school including:
 1. information about the English school system
 2. a plan of the school
 3. an outline of the school day
 4. the homework system and how to support their child at home
 5. calendar of term dates
 6. who to talk to if they have any concerns about their child
 7. uniform/dress requirements and suppliers
 8. lunch arrangements/sample lunch menu/ information about free school meals
(All of this should be as visual and accessible as possible.)
- Share background details with school staff.
- Establish a buddy system or support network.
- Ensure that children are not automatically placed in the bottom groups where they are not cognitively challenged and do not access good models of English.
- Reflect the child's culture through curriculum and around the school.

Assessment and Learning

- The school will use the Qualifications and Curriculum Authority (QCA) Language in Common extended scales for pupils to track and assess pupils in the early stages of English acquisition.
- Initial Literacy and Numeracy assessments will be carried out by a specifically trained TA in order to identify gaps in learning and provide appropriate support, if necessary.

- All this information will be shared with CREDS when liaising and with parents/carers alongside the school's usual assessment procedures.
- The school recognises that the provision of an inclusive and supportive environment is more effective than formal language teaching for the rapid progress of children new to English.
- The school recognises that children new to English can be silent for up to one year and that this is an important learning process.
- Children will be encouraged to use their home language where possible and children literate in their first language will be encouraged to use it where appropriate.

Family and Community Links

- The school's commitment to Every Child Matters and Community Cohesion means we recognise our responsibility to include new arrivals and their families in all aspects of school life.
- Parents/Carers will be made to feel welcome and will be encouraged to have a positive role to play within school life.
- Consideration will be given to the parents/carers' level of English with all communications with home.
- The school will ensure that parents/carers are kept fully informed of their child's progress.
- The school is committed to ensuring that all cultures within our school community are reflected fully within school life.

Monitoring and Evaluation

- The newly arrived child's progress will be closely monitored by the Class teacher/Leader of Inclusion/Assessment Coordinator using school assessment procedures.
- Monitoring will include consideration of the child's well being.
- Regular review meetings with parents and relevant staff will take place.
- The newly arrived child's views will be sought, where appropriate, to inform school evaluation.