



All about me



# International New Arrival Handbook

Approved by: Headteacher & SLT

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## Gaskell's Beliefs about International New Arrivals

- All new arrivals including refugees, asylum seekers and economic migrants from overseas have the right to enjoy a welcoming, safe and stress-free environment within school.
- They need to know that they are valued and that they belong, even if their stay in our school is short.
- They need to have bilingualism recognised as a positive part of their intellectual development and they need opportunities to use their home language to support their learning and development of English.
- It is important that they are made to feel part of the normal lessons and learning environment as soon as possible in order not to experience marginalisation and exclusions.
- All new arrivals must be given learning opportunities that are accessible, relevant and purposeful within the context of the National Curriculum.
- New arrivals need to be able to see themselves, their languages, culture and identity reflected not only in the classrooms but also in the wider school and through an inclusive curriculum.
- We recognise that the needs of EAL (English as an Additional Language) learners and INA (International New Arrival) learners can be different.

## AIMS

- To provide a warm welcome for New Arrival children and their parents and carers, this will reassure them that our school is a safe and caring environment.
- To integrate newly arrived pupils into the life of the school as quickly as possible.
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- 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 that the inclusion of new arrivals is a shared, whole school responsibility.
- To ensure that each child enjoys access to the whole curriculum and is able to reach their full potential.
- To prepare the school and the class to receive the new pupil/s.
- To monitor the initial and ongoing progress of newly arrived pupils as part of whole school pupil tracking.

## INTENT

The school's curriculum is broad and ambitious, and designed to give all our pupils, including those with English as an Additional Language (EAL) and International New Arrivals (INAs), the knowledge and cultural capital they need to succeed in life. Our pupils study the full curriculum through a broad range of subjects and the curriculum which has been designed to overcome the following barriers to learning for INA pupils and pupils with EAL:

- Addressing social disadvantage;
- Addressing gaps within language;

- A well-planned and sequenced curriculum that can be adapted for specific needs of pupils;
- A curriculum that reflects the school's local context exploring diversity and tolerance;
- A curriculum that remains as broad as possible for as long as possible;
- High academic ambition for all pupils including those with EAL and INA pupils;
- Keeping children safe and the development of personal, social and emotional skills.

The curriculum is designed for all but made appropriate and accessible for INA pupils. This is to ensure that all key knowledge is accessed and revisited at appropriate accessible stages gradually building on the knowledge secured before. At Gaskell Primary School, all teachers use the Rosenshine principle to revisit prior learning with Daily, Weekly and Monthly Reviews. Our pupils also have access to Knowledge Organisers throughout their Topic and Science lessons and this enables knowledge to be transferred into long term memory and recalled when necessary. At Gaskell, we adhere to the strapline that children should be able to 'Do More, Learn More, Remember More'. To help children with INA understand and use new vocabulary, Widgeit cards are used throughout school where words are linked to simple pictures.

## IMPLEMENTATION

The curriculum is implemented through a range of ways as a direct result of the school's vision and intent.

This is evident via:

- A curriculum that is strong and implemented consistently across the school;
- Series of lessons contribute well to delivering the curriculum intent;
- Pupils work, over time and across the school, is coherently planned and sequenced;
- Clear induction process;
- Clear assessment systems;
- Use of NASSEA Framework to support assessment and coverage;
- Assessments updated termly on Insight for INAs;
- Continuing Professional Development linked to individual support and the School Development Plan;
- Focused Pupil Progress Meetings;
- Focused interventions;
- Newly appointed staff induction systems;
- Embedding of the school's Marking Policy;
- EAL/INA Policy;
- Links with ACIS (Achievement Cohesion and Integration Service) to support families who are new to the UK and speak English as an additional language. Families can attend the Starting Point International Family Centre whilst they wait for a school place.

Teaching is designed to help pupils acquire a high standard of English allowing pupils to access the content of the curriculum. Pupils will then be able to transfer knowledge and skills already taught if there has been previous schooling in a different language, or where there has been no schooling at all, new skills and knowledge will be developed and revisited in order to secure the content they have been taught and to integrate new knowledge into larger ideas.

Teachers plan effective strategies, following the Rosenshine approach, such as interventions, that make maximum use of lesson time and coordinate lesson resources well, as evidenced through Subject Leader Monitoring time, pupil progress meetings and in the outcomes of the pupils. Within planning, there is clear evidence of using active and practical strategies to support INA pupils, which is reflected in pupils' books across different subjects and as a result, skills rapidly improve. Pupils show that they develop resilience in work and are given opportunities to thrive.

The assessment of INA pupils differs depending on the level of English acquisition.

For the majority of children with INA they will be assessed against the national curriculum objectives relevant for their ability and age group. Pupils will work towards each objective building on prior learning. Teachers assess children on a daily basis using formative assessment. At the end of each term, summative assessment is completed on Insight in order to support teacher judgement as outlined within school policies and the School Development Plan.

Where pupils are INAs and have little or no language skills, they are assessed against the NASSEA Framework. The base line assessment is completed within the first 6 weeks of arrival and requires the class teacher to undertake informal observations in: Listening and Understanding; Speaking, Reading and Writing.

Progress is tracked termly for each INA pupil against the NASSEA objectives. Slow moving pupils are included in intervention groups which are discussed at Pupil Progress Meetings. The NASSEA objectives assist teachers in differentiating lessons appropriately for INA pupils and are assessed on a daily basis by the class teacher through the Marking Policy and key questioning.

## **IMPACT**

### **The school implements a broad balanced and enriched curriculum as a result:**

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, make high levels of progress.
- Precision in planning with a focus on specified outcomes which allows for rapid progress across the curriculum.
- Pupils have the opportunities to regularly revisit concepts through the use of Knowledge Organisers and link ideas together.
- High quality authors and poets are studied to support language acquisition.
- Development of the whole child and gaining a sense of awe and wonder, pupils are happy engaged learners eager to share their learning with adults, family and class peers.
- Strong emphasis on revision of oracy and basic skills, pupils' standards are high and pupils are exceptionally well prepared for their next stage of learning.
- High focus on developing core skills allows pupils to thrive, access key learning and embed skills across the curriculum.
- Focus on providing opportunities of working with children beyond their own school, sex, religion and experience. Pupils are able to mix, collaborate and work appreciate the views of others.
- A curriculum focusing on Gaskell's school drivers: Healthy Pioneers, World Citizens, Avid Adventurers, Confident Communicators and Creative Minds. Many pupils take on roles with added responsibility at school and beyond such as Head Boy/Head Girl, Deputy Head Boy/Girl,

House Captains, School Councillors, Eco Councillors and Duty Bearers for Rights Respecting School.

- Active engagement with parents, the curriculum goes beyond the classroom and promotes home study and research, parents are engaged and have ownership of the school and see it as part of the community. Visits and experiences around the local area and to other places of interest are also encouraged and homework is shared with parents via the Seesaw App.
- The curriculum being fully inclusive for all, pupils have time and opportunities to work alongside their class peers who may have learning and physical needs, this creates a strong sense of care and inclusivity.
- Lessons are planned around pupil's interests and questions, pupils are actively engaged in their own learning and eager to investigate beyond the classroom.

## **INDUCTION PROCESS FOR NEW ARRIVALS**

### **PRE-ADMISSION**

- 1) School contacted by ACIS and interview arranged with school.
- 2) Welcome materials prepared by school.

### **PRE-ADMISSION INTERVIEW**

- 1) Interviews conducted by school with family and ACIS worker.
- 2) ACIS Key Worker to hand over assessment toolkit. School to provide ACIS Key Worker with letter confirming child has been admitted.
- 3) Family have a tour of the school.
- 4) Family provided with 'Welcome' pack/materials.
- 5) Parents/Carers and Class Teachers informed of the start date for the child.
- 6) Plans for further support from ACIS Key Worker agreed if appropriate.
- 7) Child/family information recorded on school documentation.
- 8) Referrals to other service providers/agencies if appropriate.

### **BETWEEN INTERVIEW AND ADMISSION DAY**

- 1) Admissions information given to school office staff.
- 2) Admissions form and background information (from interview) photocopied for class teacher.
- 3) Assessment toolkit handed over to class teacher.

### **PLANNING FOR NEW ARRIVAL**

- 1) Background information – familiarise yourself with information from the initial interview e.g. preferred name and correct pronunciation and spelling, interests or hobbies, previous

school experience, languages used at home or exposure to English. This will be documented on the ACIS information sheets if not attending the initial interview and will be passed onto the class teacher.

- 2) Administration – Research has shown that high cognitive challenge at an age-appropriate curriculum is important. Try to place with a buddy or with children who share the same language. Think about where they will sit, ensure they have books, a coat peg, a tray etc.
- 3) Class discussion – Ask the class to think about what might be difficult for a newly arrived child and discuss how they can help.
- 4) Buddies – designating a buddy to help the child navigate round school, understand daily routines and ensure the new arrival won't be left alone at lunchtimes and playtimes. In KS1 designate two buddies as younger children may find it difficult to sustain throughout an entire day.
- 5) Strategies for inclusion – speaking to the child in normal English, including the child in every activity, showing the child how to do new tasks and talking through tasks while doing them.
- 6) Language – learning a few words in the new language will enable all children to anticipate the new arrival so that they can show off their knowledge and, in the process, welcome the new arrival.
- 7) Strong focus on vocabulary – ensure that all topic/science work has Widgeit cards. It might also be appropriate to provide the child with a widget fan to show how they are feeling if they speak no English at all.
- 8) Teachers who speak the same language to help support the child and teacher.
- 9) Provide a visual timetable for the class.

## **ADMISSION DAY**

- 1) Welcome – child/parents/carers are welcomed by the class teacher.
- 2) Timetables/visuals – make the child aware of visual timetables or any other picture cues.
- 3) Buddies – Buddies to take the child on a school tour of important areas e.g. toilets, cloakroom, playground, dining hall.
- 4) Fans or phrases – Provide fans with pictures and simple phrases which indicate if the child is thirsty, feeling sad, sick, needs a pencil, needs to go to the toilet etc.
- 5) Web resources – Locate any appropriate web resources e.g. 2Learn English, Google Translate, EAL Hub, British Council Nexus Site for use in lessons.
- 6) TA's – flexible deployment of the TA could provide an adult who is available to support the child.



## New Arrivals Induction Flowchart

