

Rawdhatul Uloom Islamic Primary School

Meeting the Needs of Newly Arrived Pupils for whom English is an Additional Language Policy

This policy refers to recent arrivals from overseas; children who have been on extended visits for 6 months or more and admissions from other schools.

Aim

To ensure a rapid induction into school for the child; enabling him/her to access the curriculum quickly.

At Rawdhatul Uloom we will ensure that:

- All new arrivals will be welcomed with open arms.
- A partnership will be built with the parent of the child, to guide and work with them.
- New arrivals linguistic, cultural and academic needs will be taken in account and class teachers will plan lessons to help these children to settle in.

Procedure

1. Office staff to fill in school admission form, with interpreter if necessary.
2. Copy of the admission form goes to the Head who will arrange to meet the teachers in the Year group concerned so that the child will be placed in the appropriate class for his/her needs.
3. Parents to be informed of a suitable time for them to visit the school with the pupils. An interpreter will be available if needed. At this meeting;
 - a) the parents are introduced to the Head teacher
 - b) the school introduced
 - c) the parent and child is introduced to the class teacher
 - d) the class timetable and requirements are explained
 - e) a date and time for admission is agreed
4. First week:
 - a) Class teacher to arrange, where possible, for the pupil to be admitted when there is time to introduce him/her to the teacher and to talk to parents.
 - b) The teacher can continue to help the new arrival by:
 - reminding the pupil what to bring to school
 - helping the pupil to find his/her way around school,

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- explaining the important times in the day e.g. start of school, break and dinner times, end of school,
 - helping to learn teachers names
 - going through important procedures e.g. fire drill
- c) Class teachers to inform other staff in the school about the pupil
- d) Y2-Y6 class teachers to set short term aims to work towards, e.g. answering name in the register, know break and lunch-time procedures after one week
- e) During the first week, the class teacher to arrange for the pupil to meet a bilingual member of staff to discuss any problems the pupil may be having with the day to day routine. Issues are reported back and action taken as appropriate. Outcomes are noted.
5. The Teacher is responsible for planning the work during this induction period.
6. Bilingual Assessment - The Class teacher ensures that the child is assessed after 4 weeks or at an appropriate point of progress in order to identify achievement/outcomes of learning. The outcomes of this assessment are used to plan work for the child. If a child in KS2 has insufficient English to access the curriculum, differentiated work must be planned where appropriate. The differentiated work must be identified in the teacher's planning file.