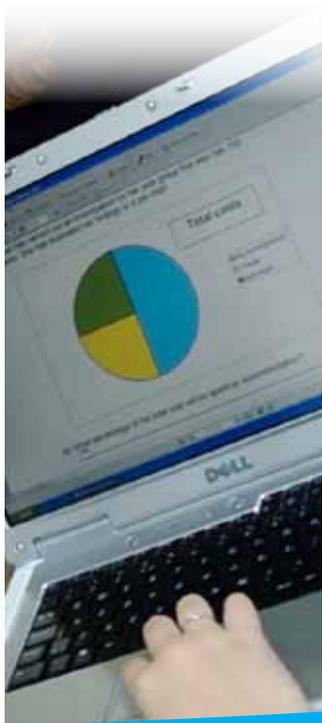




Ashfield Girls' High School

Newcomers Policy





POLICY AIMS:

At Ashfield Girls' High school, the overarching aim is to provide each student with a secure and supportive learning environment for a programme of education that meets her individual needs.

Inclusion for all within the school community and access to appropriate support, both academic and pastoral, are key priorities in a school that values the successful development of each of its students.

This policy is intended to ensure that Newcomers have access to appropriate support to enable them to access the curriculum and participate in the wider school community.

Furthermore, it should create a welcoming and inclusive environment for both students and parents from all ethnic or cultural backgrounds.

What is meant by the term Newcomers?

For the purpose of clarity, when referring to particular members of the school community at which this policy is aimed, students for whom English is not the primary language spoken at home and who have been in the UK for less than three years will be referred to as Newcomers. In particular, this policy focuses on those students who may arrive to Ashfield with little or no English.

Materials/Resources

The materials and resources, referred to in this policy, are contained on a CD Rom entitled 'Inclusion and Diversity available in the Learning Zone, and useful documents placed in a Newcomer folder within 'Private 1' on the internal computer network.

The SENCO has the responsibility for all NEWCOMERS within Ashfield Girls' High School

WELCOMING NEW ARRIVALS



FIRST CONTACT/ADMISSION MEETING

New students with little or no English should be invited, with their parents, to a first contact meeting.*

At the 'first contact' meeting the following staff should attend:
Vice Principal and SENCO (interpreter if needed).

The purpose of the meeting will be to:

- Discuss expectations or concerns the parents/student might have about their new school and in particular the new system of education they will be entering. Differences in school system, classroom environment, routine, examinations, meals etc. will all need to be clarified.
- Provide the student and parents with the school welcome book, including map of the school, important organisational information and pictures of the key staff involved in supporting the student initially. Talk through the book to clarify understanding of school routine.
- Gather important information about previous education and relevant admissions details, including any relevant pastoral issues.** With the help of the interpreter, the usual admission/ medical/ permission forms can be completed before the parents leave.
- Complete check list form in appendix section of policy and ensure that information is shared with relevant teaching staff.

From this meeting the SENCO / or Assistant SENCO should have the information needed to prepare a programme of appropriate support for the student's first days in the school and liaise with all relevant staff.

* Templates for pictorial and/or translated letters are available in the Newcomers folder/Private 1

** A template of suggested questions for the 'first contact' meeting is in the Newcomers folder and also the Appendix of this document

DAY 1: INDUCTION OF NEW PUPIL

When a student with little or no English arrives for her first day at Ashfield, she should be shown around the school by an available member of staff- ideally a classroom assistant.

ON ARRIVAL:

- The student will be met by the Assistant & SENCO / classroom assistant and taken to the Learning Zone, which will provide a more relaxed environment for further introductions to be made.
- In the Learning Zone, the student will be explained the support they will get and how the student can access this, for example, where the member of staff can be found.
- The student should also be introduced to a 'buddy' either from their form class or from a similar cultural background or from 6th Form, with whom she could go to break and lunch for the next few weeks.
- The classroom assistant should go through the Welcome Book again with the student and give them a tour of the school before joining the class.

CURRICULUM SUPPORT



LANGUAGE SUPPORT

During the immersion programme, Newcomers should be receiving language support in the Learning Zone when not participating in timetabled subjects. The language tutor (who may be an external member of staff employed specifically as an EAL tutor) should ensure that students are provided with appropriate tuition and support to achieve the following (when and where appropriate):

- Basic 'survival' language skills to cope in the school environment;
- Improvement in overall competence in understanding and use of the English language, indicated through the successful completion of JETSET examinations;
- The successful completion of GCSE examinations in their first language if available from examining board. The Head of Modern Languages coordinates external oral examiners/exam entries and exam techniques/ advice sessions with candidates.
- CEFR monitor forms to be completed by EAL teacher at the end of the year and pass on to relevant staff.
- Further timetabling of students for EAL tuition to be organised by Vice Principal and relevant staff informed of lessons/subjects to be missed/ disappplied.
- Applications made by Assistant SENCO re interpreters for Parent/ Teacher meetings / pastoral issues via year heads referrals.

SUPPORTING NEWCOMERS WITHIN MAINSTREAM SUBJECTS

Teaching staff should refer to “The European Languages Framework and Cross-Curricular planning” provided by SEN department. This gives guidance on how to support Newcomers in the classroom and provides examples of appropriate tasks.

The following key points should be evident in classrooms:

- Use of a language diary/keywords book – new subject-specific words should be noted and learned. The student might also find it helpful to translate the new words into their first language using a bilingual dictionary which will need to be provided by themselves and which can then be used during exams within the first two years of arrival.
- Pre-reading/teaching – the student should be given the opportunity to read the text that will be used for a particular topic before it is taught.
- ‘EAL friendly’ teaching methods, such as pictorial instructions, clear and straightforward learning outcomes, customised tasks.
- Staff must not insist on EAL student taking part in oral activities as part of the immersion period is passive learning and demands huge effort on the part of the students. This period can take a whole year.

SUPPORTING NEWCOMERS WITHIN THE PASTORAL SYSTEM

Pastoral support will essentially follow the same approach and structure as per other students in the school community.

However, some culture-specific issues may have been highlighted at the 'first contact' meeting and will need to be communicated to and monitored by the pastoral team.

Form teachers should try to make the form room and form time as welcoming and inclusive as possible.

Some suggestions are as follows:

- creation of a 'circle of friends' (similar to the 'buddy' scheme);
- celebration and/or exploration of cultural events/traditions, eg. Chinese New Year, Polish Christmas decorations
- enabling student to share information about their 'mother' country or previous hobbies/interests

The exact nature of the facilitation of suggestions noted above would of course depend on the circumstances and language ability of the student concerned.

Should any problems or distress be detected during form time or elsewhere, they need to be communicated to the SENCO / Assistant SENCO in their absence the CRED co-ordinator and relevant members of the pastoral team as soon as possible.

CHECKLIST FOR 'FIRST CONTACT' MEETING

Ethnic Minority / International Student Data Capture Form	School name & logo
Name of pupil	
Phonetic spelling	
Date of birth	
Address	Telephone number: Mobile number:
Other family members	
Are all members of the family in NI?	
1 st person with parental responsibility	Relationship:
2 nd person with parental responsibility	Relationship:
Country of origin of father	
Country of origin of mother	
Parents level of English	
What name do you use for your child?	
Where was your child born?	
Has your child lived in another country?	
How long have you lived in this country?	
When did your child arrive?	
What languages do you speak with your child?	
Do you speak any other languages in your family?	
What languages does your child speak with others?	
What languages can your child read and write?	
Who, besides you, does your child spend time with?	<input type="checkbox"/> brothers & sisters <input type="checkbox"/> other family members <input type="checkbox"/> other children <input type="checkbox"/> others
Please estimate how many words your child knows in English	<input type="checkbox"/> less than 10 <input type="checkbox"/> 10 – 50 <input type="checkbox"/> 50 – 100 <input type="checkbox"/> more than 100
Do you belong to a particular religious group?	
Is there any food that your child is not allowed to eat?	
Does your child have any health problems?	<input type="checkbox"/> asthma <input type="checkbox"/> anaemia <input type="checkbox"/> epilepsy <input type="checkbox"/> migraines <input type="checkbox"/> allergies

	<input type="checkbox"/> can't see well <input type="checkbox"/> can't hear well <input type="checkbox"/> can't sleep well
Other (details)	
Does your child take any medication?	
What does your child like to do?	<input type="checkbox"/> listen to music <input type="checkbox"/> talk with others <input type="checkbox"/> use a computer <input type="checkbox"/> dance <input type="checkbox"/> play an instrument <input type="checkbox"/> read <input type="checkbox"/> play a sport <input type="checkbox"/> other
Does your child talk you about her day?	
If your child was in school in another country, did she enjoy it?	
What type of school was it?	<input type="checkbox"/> primary <input type="checkbox"/> secondary <input type="checkbox"/> specialist <input type="checkbox"/> academic <input type="checkbox"/> other
How many years of schooling does your child have?	<input type="checkbox"/> primary years <input type="checkbox"/> secondary years
What were her best subjects?	
Did she find any subjects difficult?	
Did she wear a school uniform?	
Did the school set homework? How much?	
How was she doing in school?	
Do you have any school reports or books?	
Did your child ever see an educational psychologist?	
If so, do you have a report?	
In your family, is going to school	<input type="checkbox"/> very important <input type="checkbox"/> important <input type="checkbox"/> not important
Was your child's attendance	<input type="checkbox"/> excellent <input type="checkbox"/> very good <input type="checkbox"/> OK <input type="checkbox"/> not good
What do you hope your child will achieve from his / her education in this country?	
Would you like your child to follow a reduced curriculum for some time / reduced exam timetable?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Would you like your child to have withdrawal support to help with English and other subjects?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do you allow the information on this form to be	<input type="checkbox"/> Yes

given to relevant outside agencies and to be used for other purposes in the school?	<input type="checkbox"/> No
Parent's signature	
Teacher conducting interview / SENCO	
Principal / Vice Principal	
Date	

Global descriptors of language proficiency

		A1 Breakthrough	A2 Waystage	B1 Threshold
U N D E R S T A N D I N G	Listening <i>The pupil can ...</i>	<ul style="list-style-type: none"> understand common greetings and everyday expressions of social interaction 	<ul style="list-style-type: none"> follow a short familiar concrete story follow the main points of a general conversation. 	<ul style="list-style-type: none"> understand the main points of clear standard speech on familiar topics regularly met in school and outside, and follow others' conversation
	Reading <i>The pupil can ...</i>	<ul style="list-style-type: none"> recognise familiar names, words and phrases read short sentences about family and immediate concrete surroundings and follow short illustrated texts 	<ul style="list-style-type: none"> read and use classroom notices, labels, captions etc. read short sentences on familiar topics using semantic or picture cues read patterned and predictable text 	<ul style="list-style-type: none"> read short texts for pleasure, information gathering and study purposes.
S P E A K I N G	Spoken interaction <i>The pupil can ...</i>	<ul style="list-style-type: none"> answer greetings and questions about self, family and immediate concrete needs (<i>repetition and help from the interlocutor may be needed</i>) 	<ul style="list-style-type: none"> ask and answer questions relating to immediate needs talk spontaneously with peers (<i>but may not respond to conversational cues</i>) 	<ul style="list-style-type: none"> explain choices clearly and simply and give reason for opinions and actions explore, develop and clarify ideas
	Spoken production <i>The pupil can ...</i>	<ul style="list-style-type: none"> repeat phrases and ask one or two word questions (<i>may be able to give an account of everyday activities</i>) 	<ul style="list-style-type: none"> give a short description of a familiar event describe everyday situations, family, home, school, etc. describe past activities and personal experiences 	<ul style="list-style-type: none"> talk to different audiences for a variety of purposes, including telling stories, predicting, reporting, describing and explaining
W R I T I N G	Writing <i>The pupil can ...</i>	<ul style="list-style-type: none"> copy letters, words, and short sentences from board form most letters correctly and attempt to spell words using phonic spelling write own name and some personal and family information 	<ul style="list-style-type: none"> write simple connected text on topics which are familiar or of personal interest describe personal experiences and impressions 	<ul style="list-style-type: none"> write clear detailed text on a wide range of subjects related to interests pass on information in short texts or in a report or essay write letters highlighting the personal significance of events and experience





A Specialist School for **ICT**



SSAT | inquire
Inspire
Innovate
Impact



Principal: Mrs A Mungavin BA DipEd PQH (NI)
Holywood Road • Belfast • BT4 2LY • Tel: 028 90471744 • Fax: 028 90672416
E-Mail: info@ashgirls.belfast.ni.sch.uk • Internet: www.ashfieldgirls.org