



New Arrivals (including INA) Policy

Rationale

In our school the teaching and learning, achievements, attitudes and well-being of all our children is important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. It is important to ensure that all newly arrived pupils, particularly those who arrive outside normal admission times are supported educationally, emotionally and socially in order to thrive. We want all pupils to know that they are valued and that they belong even if their stay in our school is short.

Definitions

New Arrival: Any child who arrives outside the normal admission times

International New Arrival (INA): Any child who enrolls at the school directly from outside the UK

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 New Arrival pupils into the life of the school and class as quickly as possible.
- To ensure that accurate information about a child's background and previous educational experience is gathered on admission and shared with the class teacher.
- To value and celebrate the skills and knowledge that new children bring to the school

Guidelines

At Greenhill Academy we will :

- Welcome new arrivals with a whole school approach, ensuring that we have a carefully considered process for welcoming all new arrivals.
- Build partnerships with parents as an essential element of working with newly arrived children.
- Integrate newly arrived children into the life of the school and the class as quickly as possible to prevent marginalisation and exclusion.
- Monitor the initial and ongoing progress of newly arrived children as part of whole school pupil tracking and raise the attainment of newly arrived pupils.
- Positively reflect the new arrivals' language and culture throughout the school environment.

Conclusion

New Arrivals to Greenhill Academy will be inducted according to the actions in the flow chart below. To be read in conjunction with EAL policy and Every Teacher will- INA

School place is requested

Telephone invite to a pre- admission interview. (Normally within 48 hours.)
Need for interpreter is assessed: (Language Shop Oldham 0161 770 4519)

**Pre Admission Interview Interpreter present
background Information form completed and initial
assessment of level of need identified (L1-4)**

Information on school day (uniform, lunches, and routines)
shared with family

Tour of school for parent and child

Parent and child to meet class teacher

Parent and Class teacher informed of start date

Possible Staged transition

Background information form
shared with teacher. Teacher to
prepare class for new arrival.

Admission Day

Family welcomed at main entrance

Outstanding paperwork checked

Pupil taken to class

Child placed on the mentoring list.

Teacher to follow teaching,
learning and assessment procedures
for NA

Child set up with buddy who can offer a good role model of English and support them
during unstructured times.

After 6 weeks Review meeting arranged with Inclusion Manager.

Further individual support plan to be formulated as necessary including need to access
further interpreters, family support and signposting to other agencies.