

Ashton Gate Primary School



Policy for the Induction and Assessment of In-Year Arrivals

Intent

It is our intention in Ashton Gate Primary School, to welcome and include all Newly Arrived children, into life at their new school as quickly as possible.

All pupils who arrive outside normal admission times, will receive the appropriate additional support, educationally, emotionally and socially, to ensure they are integrated and included in our safe and caring learning environment.

Implementation

All staff will provide a warm welcome to Newly Arrived Children and their families, ensuring that we follow a carefully considered process in order to settle children into life at Ashton Gate. In a school that celebrates diversity through its inclusive curriculum, we will acknowledge the cultural, linguistic and academic needs of Newly Arrived Children and recognise the positive contribution they can make to our school.

We will ensure that assessment processes and materials used, enable Newly Arrived Children to demonstrate their knowledge and skills, and continue to have high expectations of all learners irrespective of their backgrounds or needs.

At Ashton Gate, we understand that building partnerships with parents is an essential element of working with newly arrived children.

Impact

As a result of our thorough welcoming and planning process for Newly Arrived Children, we expect all children to be integrated and thrive in their classroom settings to ensure the best possible progress is made, academically, emotionally and socially.

1. Preparing for the new arrival

(Specific actions to support newly arrived EAL pupils and their families are in italics)

New Arrivals induction flow chart

Pupil/family arrives at school and requests school place/ following admissions placement.



School office staff obtain basic admissions information, if possible.



School office arranges date for parent/carer to meet relevant Head of School for parent interview and tour of school. The tour can be conducted by the relevant Phase Leader.
Set date for pupil starting school, ensuring that this is after the parent interview.



If necessary, arrange interpreting support for the meeting: e.g. contact BCC Translating and Interpreting Service (Tel- 0117 903 6400)

<https://www.bristol.gov.uk/people-communities/how-to-book-an-interpreter>



Conduct parent interview on agreed date, ensure the school admission form is completed.
Explain to new family possible differences in teaching methods between the UK and their home country and discuss school expectations.
Answer any parental questions and provide welcome pack /prospectus.
(in first language if available), including plan of school, any school uniform requirements, school meal arrangements, timetable and school times.



Take pupil and family on tour of school.
Discuss any school uniform requirements, school meal arrangements, communication log ins, holiday expectations, PE needs etc.



Introduce pupil and family to class teacher (and other relevant staff).
If convenient, introduce pupil to new classmates.



Share all relevant information with class teacher and any other staff involved with the new pupil; inform class teacher of pupil's start date and *ensure 'New Arrival checklist for class teachers' is available in classroom and is beginning to be implemented (marking it off when each point is achieved).*



Pupil starts school, (at least a day after the parent interview).
Completed Pupil Profile (from the Welcome pack) is handed in to their class teacher.



Class teacher continues to implement all targets on 'New Arrival checklist for class teachers' and completes the 'New Arrivals RAG rating' document.

2. Settling the pupil into school

(Specific actions to support newly arrived EAL pupils and their families are in italics)

Once the pupil has been admitted to school the following actions will have been undertaken as part of the 'teacher's checklist for Newly Arrived Children'.

- The class welcomes the Newly Arrived child.
- All resources required by the child will have been allocated.
- Pupil is introduced to and supported by identified buddies.
- Any educational, emotional or social needs highlighted
- *Individual EAL Action Plans with specific learning targets should be drawn up for Early stage bilingual learners to support class target.*
- *Translated Letters for Schools in different languages can be used to support parents of EAL pupils; see: <http://www.primaryresources.co.uk/letters>*
- Arrange a review meeting with the parents, by the end of the term the pupil begins, to discuss the pupil's integration and possible targets for progression. *Ensure interpreting support is available for families of EAL pupils if necessary.*

3. Pupil assessment

(Specific actions to support newly arrived EAL pupils and their families are in italics)

- After a settling-in period (maximum 4 weeks), the Newly Arrived child will be assessed within curriculum areas to establish what extra support, if any, is required. Relevant staff and parents will be notified.
- Ongoing assessments will take place over the following term, at the end of which a judgement will be made about the National Curriculum age-related expectations at which the pupil is operating in Reading, Writing and Mathematics (or Early Years areas of learning and development).
- All pupils will be assessed to make sure that the best possible progress is made, and provision and resources made available while taking into account the pupil's background and prior learning experiences.
- During the ongoing assessment period, the new pupil should have full access to the curriculum and experiences.
- Ongoing informal (and if appropriate, formal) discussions will take place between the Class teacher, Head of School, relevant Phase Leader and the parents regarding the pupil's progress.
- Early Years practitioners should take into account, if at all possible, the entitlement to assessments in first language when making judgements of the new pupil against the Early Years areas of learning and development. If there are concerns regarding the pupil's development, then a first language assessment should be carried out.
- Pupils who do not make expected progress may need additional investigation into their individual learning needs, initially through the school SENDCO.
- Progress will be tracked on the school's data system. New arrivals will be highlighted on 'Insight' in order for SLT and core subject leads, to closely monitor their attainment.
- *To meet new DfE school census requirements, all EAL pupils' English proficiency levels will now be identified within the Spring (January) census.*

Assessing EAL learners

- *There are additional factors that must be considered when assessing EAL learners, for instance limited ability in English language may mask abilities in other areas.*
- *Additional background information is required for EAL learners in order to contextualise assessment data and provide reliable information.*
- *Assessments need to be sensitive to the age, language and culture of the EAL learner. For example, some assessments may be based around experiences which are culturally unfamiliar.*
- *Ensure that all achievements in the acquisition of English, however small are acknowledged praised.*
- *In addition to annual pupil assessment in line with DfE census requirements, schools should more frequently assess EAL pupil progress and attainment using the Bell EAL Assessment Frameworks/Babcock for EYFS.*
- *EAL pupils may need Individual (EAL) Language Plans to support their acquisition of English and access to the curriculum.*
- *Contact Better Bilingual at info@betterbilingual.co.uk to discuss further.*

Date policy agreed: September 2025

Review date: September 2027