



## Curwen Primary School

Together Everyone Achieves More

### Mid Phase Admissions Procedure

Summer 2022

#### **Introduction**

Curwen Primary School serves a very diverse local community. This community continues to evolve and change.

Although a large part of the school population is stable, many other children and their families are mobile.

#### **Definition**

Mid-phase admissions are pupils who join the school outside normal admission dates.

#### **Rationale**

At Curwen Primary School we recognise that:

- All children are entitled to education and access to the whole school curriculum.
- Children may join the school for a variety of reasons.
- Some pupils who arrive during the school term may have experienced difficulties. This may include being homeless and in temporary accommodation, having attended several schools already and having a disrupted education, recently arriving from another country or being a refugee or asylum seeker who has fled from armed conflict and persecution.
- Parents and carers need to be welcomed and involved so we can teach children effectively.

#### **We aim:**

- To provide a warm welcome for children and their families, to reassure them that school is a safe and caring environment.
- To provide children and families with accessible information about the school and the curriculum.
- To ensure children with medical needs are properly assessed on entry to the school, particularly allergies and asthma, and to ensure that the children's wider needs are addressed through co-ordination with school agencies and services.
- To record relevant information about a child's background and to access previous educational background where possible.
- To acknowledge and celebrate the skills and knowledge that new children bring to Curwen Primary School.
- To develop strategies to encourage new pupils to make friends and have positive peer support.
- To enable each child to make good progress and participate in the curriculum at an appropriate level.

#### **Whole school procedure for mid-phase admissions**

An agreed whole school procedure for mid-phase admissions is implemented which identifies key roles for different members of the school staff. However, we recognise that all staff and children in the school have a role in welcoming new arrivals.

### **The Admissions Procedure**

- Pre-admission includes home visit with parents or carers
- Families will be welcomed by the Office Staff and meet with a member of the Senior Management Team and the Pastoral Manager if available.
- Child/family information is recorded
- Children will be given a date to join the school

The following information should be completed at the Admissions Meeting:

- Preferred name ascertained
- Visits permission form completed
- Free School Meals form, if appropriate, is completed
- Medical needs
- Access to previous school records
- Family provided with School Prospectus (with information about uniform, PE Kit, use of ICT, local visits, clubs etc.)
- Tour of school
- Child to meet class teacher

### **Between initial contact with the family and Admission Day**

- The Member of SMT informs the class teacher of the child's needs, of the admission form and any additional notes made during home visits
- The Attendance Officer informs the EAL Lead Interventions Officer about the new child's arrival if there are EAL needs and gives relevant information on previous schooling, country of origin or languages spoken
- Class teacher prepares the class and the classroom for a new arrival (team and book bag, allocate seat and label tray, provide pencils and necessary resources, talk to the class about the new pupil)
- EAL Lead Interventions Officer supports the class teacher in planning for the new arrival

### **Admission Day**

- Child / parents / carers welcomed by Attendance Officer who will bring the child to their class
- Class 'buddies' appointed to welcome and support new arrival
- Office staff enter new pupil on school role
- Office send for previous school records

EAL assessment is completed within the first two weeks after arrival.

### **EAL Lead Interventions Officer**

- Liaise with class teacher, phase leader and support staff on the progress of new arrivals
- Develop effective communication with children and families, drawing in interpretation services where required
- Arrange a mother tongue assessment if there are concerns about a child's progress and liaise with class teacher and SENDCo Lead as appropriate
- Complete within the first two weeks after arrival EAL assessment
- Include child in intervention groups, if they have EAL needs, according to proficiency level and support in classroom or in focused lessons
- Set up a Young Translators student leader group to support children in mid phase admissions to settle in and develop their English
- Reassess child once a term to track progress and review support together with class teacher. For further concerns child is referred to SENDCo Lead

**Class Teacher**

- Read the pupil's admission form
- Organise a 'Buddies System' (ensuring peers have the skills to be class buddies) so the new child is well supported. See The Role of the 'Buddy' in helping a New Child - Appendix 1
- Ensure the class is a safe and welcoming place for the newly arrived pupils by; preparing books, tray and equipment as appropriate, helping the child to learn class routines, rules and expectations, preparing the class for the new child.
- Ensure collaboration with the EAL Lead Interventions Officer that appropriate resources and strategies are adopted for accessing the curriculum
- Acknowledge child's previous learning, achievements, experiences and culture
- Build on and extend child's achievement and be familiar with any induction assessment
- Liaise and refer to EAL / SEND and other agencies as appropriate
- Ensure all staff working with the child are fully informed
- Work with the EAL Lead Interventions Officer to find strategies to support the child with EAL needs

**Useful strategies for use initial weeks to help new arrivals settle in**

Refer to Guidance on how to support a new mid-phase child with EAL – see Appendix 2

**Monitoring and Reviewing**

This procedure will be monitored and reviewed to meet the latest information and changes make to keep up with relevant updates. This procedure will be reviewed every three years.

## **Appendix 1**

### **The Role of the ‘Buddy’ in helping a New Child**

As part of the admission interview a new child will be taken to meet their class and teacher in their classroom. At this point two children will be chosen to be the new child’s buddies and will be introduced to the child.

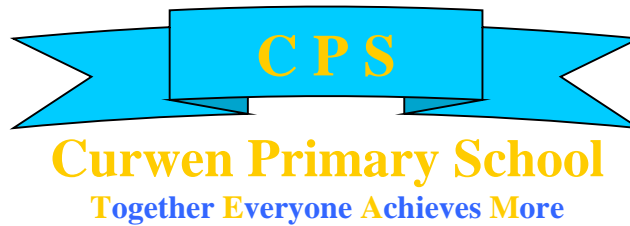
These children will have a particular responsibility for looking after the child during his or her first few days.

#### **Buddies will:**

- Greet the child in the playground on his or her arrival at school on the first day.
- Show the child where to line up to be collected by the teacher.
- Show the child around the school making sure they know: where to have lunch; where the toilets are; where the water fountains are.
- Make sure the child is invited to join games and activities at play times and lunch times.
- Help the new child to obtain help from an appropriate adult if it is needed at any time during the school day.
- Buddies will continue with their responsibilities until the child has become settled and established their own friendships with peers.

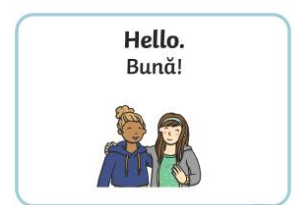
# What do Class Buddies do?

- Welcome new children with a smile.
- Take them on a tour around school.
- Introduce them to the school rules.
- Check that they know what to do at lunch time and help them on their first days.
- Explain the classroom routines and show new children where to find things in the classroom.
- Model appropriate behaviour and good manners.
- Kindly encourage them to feel confident if they are a little shy.
- Make sure they have someone to play with at playtimes.
- If they don't speak English, introduce them to a child who speaks their language.
- Tell your teacher if there are any problems.



## **Guidance on how to support a new mid-phase child with EAL –** **BEFORE ARRIVAL**

- ✓ Speak to who made the home visit, Attendance Manager and EAL Leads Intervention Officer to know about child's origin, language(s) and learning background.
- ✓ Find in the attached *Languages spoken by staff in Curwen* list (5) if there are staff who speaks the child's home language.
- ✓ Within the year group, find a child from same origin to buddy up.
- ✓ It would be ideal, whenever possible, that child could be placed in a class with a speaker of the same language.
- ✓ Prepare resources for first few days:
  - Print flashcards with *nouns / verbs / adjectives / feelings* for vocabulary building with Teacher or TA. Find ready to print ones in G:\Shared drives\CPS - YG Info & Planning\EAL\Mid-Phase Admissions\Resources for EALs or go to <https://www.kids-pages.com/flashcards.htm>. See examples attached (6). Alternatively, make your own personalised flashcards using Communicate In Print 2.
  - Print poster with *Basic Classroom Language* (7) to display in class or trim into cards binded on key ring.
  - Prepare a Visual Timetable. See one attached (8) or edit it from G:\Shared drives\CPS - YG Info & Planning\EAL\Mid-Phase Admissions\Resources for EALs.
  - Print the *School Rules* with translation into child's first language (9).
  - Print greetings and a few useful words in child's home language to display around the classroom.



- Print phonics and handwriting practice sheets if child is not schooled.
- Have special worksheets for EALs in hand if child cannot keep up with work in class. See attached *Beginners Activity Sheets* (10).



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## **Guidance on how to support a new mid-phase child with EAL –**

### **FIRST DAY**

Don't panic!

- ✓ Have all the resources and displays prepared before in hand.
- ✓ Welcome the child and make sure all relevant staff are helpful and welcoming.
- ✓ Introduce the child to class and to class buddies.
- ✓ Do not give any work if New to English. Give the child something to play with, to draw or books to explore. Print *Welcome booklet* from Twinkl and stick in the child's book.
- ✓ Sit the child with class buddy to explain classroom routines, show around school (toilets, dinner hall, main hall and playground) and introduce lunchtime/playtime routines.
- ✓ Find a child with same language in the year group to sit with during afternoon classes and to help in playground and at lunchtime as well.
- ✓ Look for a member of staff who speaks the same language for support. See list (5).
- ✓ If you struggle with communicating with the child, use an iPad with the translation software *SayHi Translate* (iPads 1 to 6) with voice input/output in different languages. You can also borrow MantraLingua Talking Pens with Talking Dictionaries and Essential Language Posters from the Library.
- ✓ Also ensure that midday supervisors and dinner ladies are aware of the child's first day.
- ✓ Show poster with *Basic Classroom Language* (7).
- ✓ For non-curriculum time: Class buddies and Young Translators for lunch time and play time.

"It is particularly important that class teachers know about the language and learning background of new students. The level of literacy your student has attained in the first language will influence subsequent language and literacy learning in English."

*In No English Don't panic*



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### **Guidance on how to support a new mid-phase child with EAL – FIRST WEEK**

- ✓ Staff to be very friendly and welcoming.
- ✓ Give access to an iPad with the translation software *SayHi Translate*. Simply ask Sonia for one.
- ✓ Recommend clubs that reflect interests of the child.
- ✓ If the child is New to English or Early Acquisition, use every opportunity for building on his/her language by having TA to use flashcards or reading 1-1. For independent work, hand out *Beginners Activity Sheets* (10) or *ABC Handwriting Sheets* (*Handwriting booklet*) from Twinkl.
- ✓ Hand out the School Rules with translation into the child's first language (9).
- ✓ All work that the child can produce to be stuck into books, even if only handwriting or matching vocabulary to images.
- ✓ Class Buddies to continue supporting the child.

#### **Remember!**

For EAL learners much of the understanding of the English language will depend on non-linguistic strategies such as pictures and diagrams, practical activities, gestures and facial expression.

So, when teaching, remember to use these to include the child in lessons: **Speak slower, articulate the words clearly, explain the meaning of words.** When planning, **differentiate work for EALs and not only for LA.** Even the simplest sheet with a picture in the middle and some key words to match to it will have better result in the child's understanding of the contents of the lesson, than having her to copy answers to questions she cannot even understand.

And pay attention to the child who tends to say "Yes" to agree to everything you ask, this is frequent in some cases, he/she might be doing so to feel included and to reproduce what others are doing around her.





## **Guidance on how to support a new mid-phase child with EAL –** **FIRST MONTH**

- ✓ Continue to differentiate work for EAL child.
- ✓ Continue to use every opportunity to build on child's language by having TA to use flashcards or reading 1-1.
- ✓ Check regularly how the child is feeling, using picture prompts if necessary.
- ✓ Send word banks to pre-teach Science/Topic or specific contents in Literacy or Maths.
- ✓ Ensure every teacher sends **differentiated homework**. Children and parents very often feel frustrated because they cannot understand what to do.

### Suggestions for EAL homework:

Add pictures or translation to general homework; key vocabulary with visuals for following week (pre-teach); match words to pictures worksheets; substitution tables for practice of speaking and writing skills with newly acquired language.

### **Keep in mind**

**Be patient with the child's behaviour, new arrival EAL admissions may be experiencing:**

- **Huge transitions: new country, new culture, new language.**
- **Social, language, academic barriers**
- **Little or no previous schooling**
- **Undiagnosed needs**
- **Separation from parent, insecurity**
- **Lack of friends**
- **Trauma e.g. refugee, experience of war, poverty, abuse, etc.**