



BALLYORAN PRIMARY SCHOOL

Newcomer Policy

May 2014

Vision

Our School Vision states:

As a welcoming, Inclusive School we aim to provide a safe, happy, caring and stimulating learning environment which will enable each child to develop to his or her full potential - academically, socially, emotionally, physically and spiritually, in preparation for becoming responsible citizens.

We celebrate each person as an individual and as a valued member of our school and wider community.

In an atmosphere of tolerance and trust, we actively encourage respect, self-worth, independence, team spirit, imagination, creativity and fun.

Statement of Aims

Ballyoran Primary School is committed to making appropriate provision of teaching and resources for pupils for Newcomer Pupils. We believe that cultural and linguistic diversity is a rich resource for the whole school, and that pupils' achievement is linked to a welcoming environment in which they feel valued and confident. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

We aim to ensure that all Newcomer pupils are able to:

- ✓ Use English confidently and competently
- ✓ Access the curriculum and the wider environment through the English language
- ✓ Where appropriate, build on and make use of their knowledge of other languages and cultures

The Context of the School

Approximately one third of of the total school enrolment currently have a home language in addition to English.

The main languages currently spoken at Ballyoran Primary School are English, Portuguese, Polish and Lithuanian.

Ballyoran Primary School is working with the Inclusion and Diversity Service (IDS), a regional service offering advice and support to schools with Newcomer Pupils. The IDS Coordinator visits the school on a regular basis and liaises with the School Link Teachers and other staff members.

Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support is to meet the curricular and linguistic needs of the pupil.
- All pupils have entitlement to the Curriculum.
- A distinction is made between Newcomer Pupils and Special Educational Needs.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills. In the early stages in particular, pupils may be encouraged to record and use their home language.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of English.
- All languages, dialects, accents and cultures are equally valued.

Teaching and Learning

Planning and Differentiation:

The school shares planning with support staff. Plans will identify the demands of the Curriculum and provide differentiated opportunities matched to individual pupils' needs.

Key language features, which are necessary for effective participation, are identified. These might be key words, certain patterns of grammar, uses of language or forms of text.

Literacy and Numeracy:

Classroom activities are carefully structured and focused to take account of the range of purposes as contained in the Curriculum.

Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that pupils are able to participate in lessons. Seating arrangements and group work ensure that Newcomer Pupils have access to strong English language peer models.

Strategies

Staff use support strategies to ensure curriculum access:

- Language Support Assistant
- Collaborative group work
- Enhanced opportunities for speaking and listening

- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual signs around the school
- Bilingual resources, e.g. dictionaries, on-line support, bilingual pupils, texts, key word lists.
- Bilingual section in the library
- Writing frames, directed activities related to texts
- Opportunities for role play
- Pupils receive regular feedback from staff
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
- Discussion is provided before and during reading and writing activities
- Where possible, learning progression moves from concrete to abstract
- Further support for pupils' English language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, etc.
- School Website includes a translation bar
- European Day of Language activities
- Language of the month board
- Primary Modern Languages Programme – currently our Foundation/Key Stage 1 pupils have a 30 minute session each with a Polish Tutor

Planning, Monitoring and Evaluation

Information is gathered about:

- the pupils' linguistic background and competence in other languages
- the pupils' previous educational and schooling experience
- the pupils' family and biographical background

In order to collect the above information, the school uses the Data Capture form from the Toolkit for Diversity in the Primary School during the initial interview.

Staff regularly observe, assess and record information about pupils' developing use of language using the Common European Framework of Reference (CEFR).

Whilst account is taken of English language development for Newcomer Pupils, the school aims to set appropriate and challenging targets for individual pupils. These targets are reviewed on a regular basis.

Special Educational Needs and Gifted and Talented Pupils

Ballyoran Primary School recognises that most Newcomer Pupils do not have SEN needs. However, should SEN needs be identified during assessment; Newcomer pupils will have equal access to school SEN provision.

Similarly, the school recognises that there may be Newcomer pupils who are gifted or talented even though they may not be fully fluent in English.

Assessment and Record Keeping

All Newcomer pupils' English language acquisition is recorded on the mandatory DE Newcomer Pro-Forma.

The CEFR is used to track and monitor children's language development. It is used to baseline children, to set targets and is used to report progress to pupils and parents.

Staff have regular liaison to discuss pupil progress, needs and targets.

The school will ensure that all Newcomer Pupils have access to statutory assessments. The school will be guided by CCEA's advice as regards special provision for children whose first language is not English.

The school analyses the achievement of Newcomer Pupils and regularly evaluates the effectiveness of additional support provided in terms of pupil progress.

Resources

Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility.

Displays and resources reflect linguistic and cultural diversity.

A range of resources are used to support pupils' linguistic development, e.g. The Toolkit for Diversity in the Primary School, games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, computer software, etc.

Assessment materials use images and texts which are appropriate for all pupils.

Parents/Carers and the Wider Community

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers which includes a special Welcome Booklet designed for Newcomers. We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, interpreters and where available, translated letters and

documents when appropriate. We aim to work closely with members of the wider community to support our Newcomer Pupils. The School Website has a Google Translation Bar and there are bi lingual signs around the school.

Staff Development

The School has an Inclusion and Diversity Co-ordinator who is responsible for training needs.

The school will enable all staff to undertake professional development to ensure that provision for Newcomer pupils is appropriately delivered and co-ordinated.

The school receives support from the Inclusion and Diversity Service (IDS). An Action Plan is drawn up annually highlighting on areas for development.

Training for the CEFR, 'awareness raising', beginner teacher training and use of the Primary and Nursery Toolkit and class room assistant training.

Review and Evaluation of Policy

This policy will be reviewed when necessary by the Inclusion & Diversity Coordinator in consultation with the rest of the staff and Governors.