

# Newcomer and Inclusion Policy

**LIGONIEL**



Primary School

**Ligoniel Primary School**

*April 2021*

## **Ethos**

The staff of Ligoniel Primary School believe that all pupils are valued welcomed and given help to meet their full potential. Educational experiences are provided that develop their achievements and recognise their individuality.

Diversity is valued as a rich resource that supports the learning of all. We recognise every child`s entitlement to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities talents and personal qualities.

The ethos of the school demand that this policy statement should apply to all staff, governors, students, parents/carers, visitors and others involved in any way within school.

We aim to ensure that all Newcomer pupils:

- Use English as a means of learning across the curriculum
- Develop their self-esteem and confidence through recognition and acceptance of their cultural identify.
- Have equal access to the NI revised curriculum.
- Are given appropriate programmes of work to develop their English language skills.

## **Context of the School**

Children from a wide range of background cultures, languages and dialects attend Ligoniel P.S. They exhibit great cultural diversity and bring with them the knowledge they may have gained from the range of experiences through which they may have lived. Currently we have 16 Newcomer children from five different nationalities attending our school.

## **Educational Inclusion**

Educational inclusion is an on going process that embraces and celebrates diversity. It involves the identification and minimising of barriers to learning that may be experienced by some groups of children and aims to maximise resources to reduce these barriers.

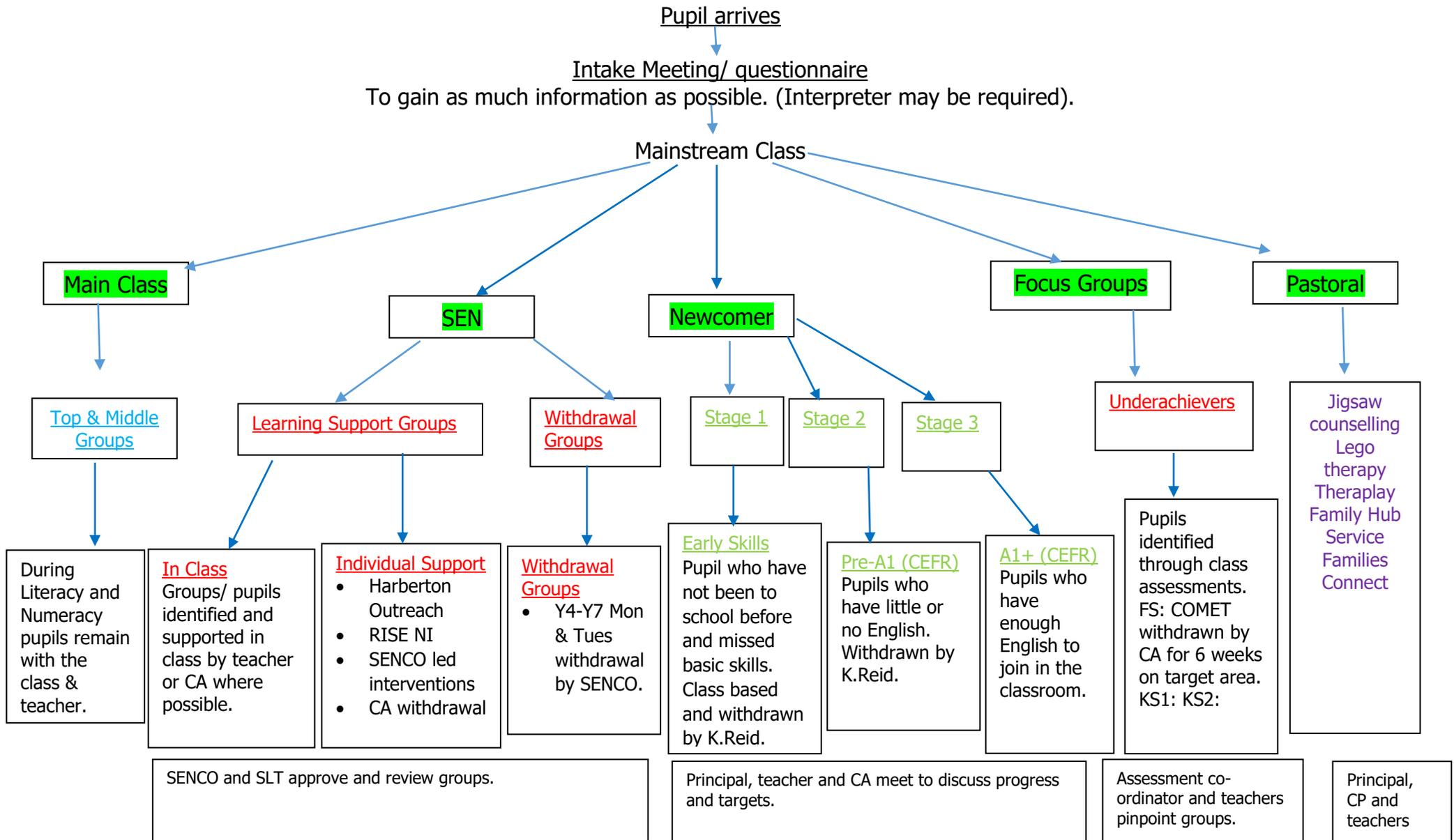
## **Key Principles for rapid and effective Additional Language Acquisition**

- Motivation to communicate through the development of acceptance, security and self-confidence.
- Organising classroom activities and experiences which foster communication.
- Developing a pupil's self-image through recognition of his /her distinctive cultural experiences, the ability to use two languages or more, of being bilingual and through praise for achievements.
- A distinction is made between EAL / Newcomer and SEN.
- Helping pupils to take ownership of their learning.
- Teachers have a crucial role in modelling the use of language.
- Parents should be encouraged to share language and literacy in speaking and listening as well as in reading and writing. This can be as valuable in first/home language as in English.
- Integrating newcomer pupils into school life and classroom routines.
- Acting as an advocate for pupils from a knowledge of their strengths and skills.
- Through interaction with adults who care.
- When every attempt at speaking is praised.
- An initial silent period is a natural stage when learning a language.

***"No pupil should be expected to cast off the language and culture of the home as he crosses the school threshold, nor live and act as though school and home represent two totally separate and different cultures which have to be kept firmly apart".***

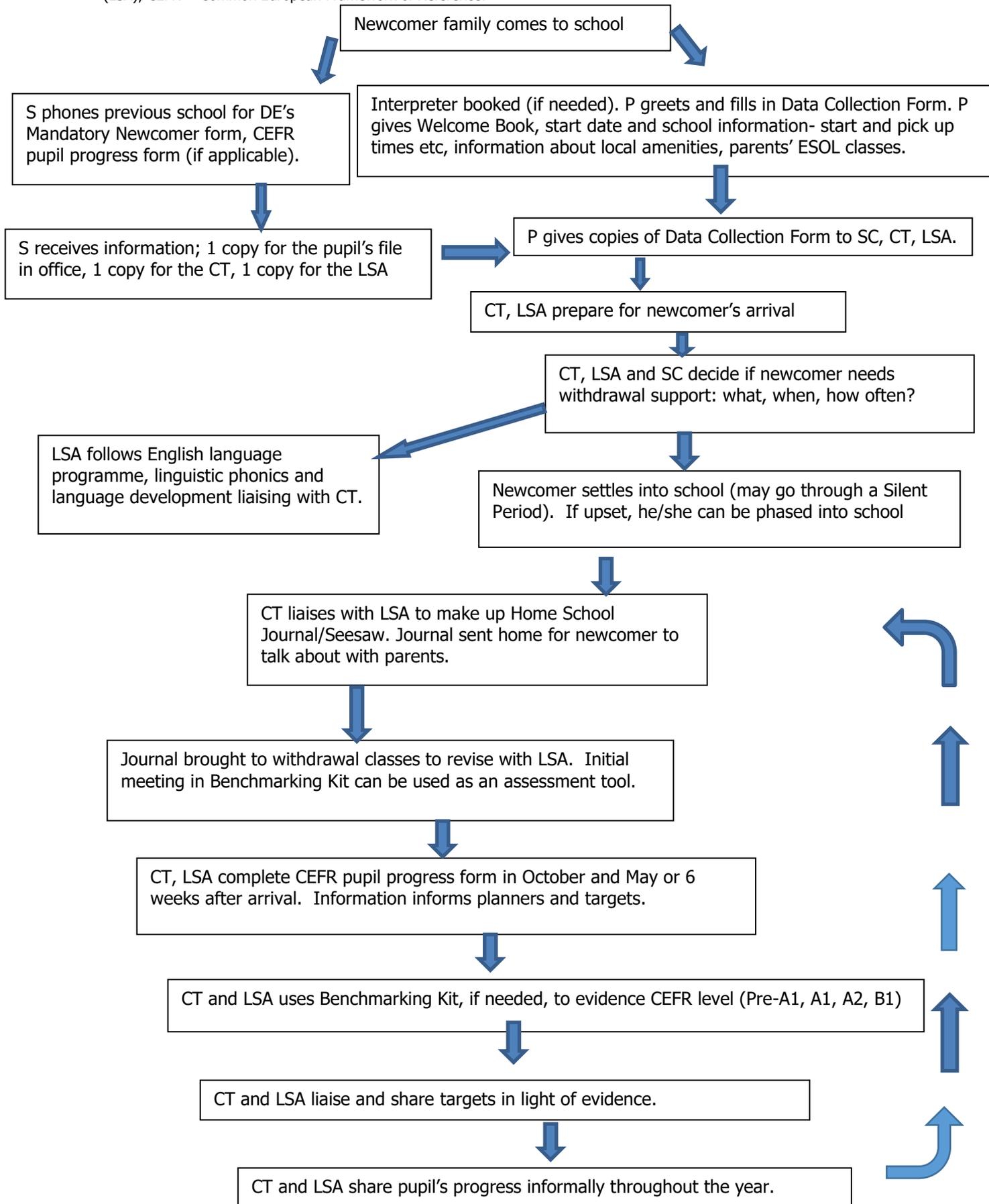
**The Bullock Report 1976.**

# Ligoniel Primary School Provision Map



## **Ligoniel Primary School Induction Procedures for Newcomers**

KEY = Principal (P); Secretary (S); School Coordinator (SC); Class Teacher (CT); Language Support Assistant (LSA); CEFR = Common European Framework of Reference.



## **Teaching and Learning**

The school will provide a system for teachers to share planning with support staff. Plans will identify the demands of the Revised National Curriculum and provide differentiated opportunities matched to individual EAL pupil's needs.

Pupils who arrive in school with little or no English will be supported in class and by our Learning Support Classroom Assistant for short withdrawal sessions. If pupils are coping well in the classroom this withdrawal will stop and pupils progress will continue to be monitored.

## **Strategies**

Staff use support strategies to ensure curriculum access:

- Collaborative group work.
- Effective role models of speaking, reading and writing.
- Additional verbal support-repetition, alternative phrasing, peer support.
- Additional visual support, objects, posters, pictures
- Pupils receiving regular feedback from staff.
- Rehearse responses.
- Demonstrating/supporting the task.
- Allow pupils to use their mother tongue to explore concepts.
- Encourage pupils to transfer their knowledge, skills and understanding of one language to another.
- A visual timetable and key language on display.

## **Planning, Assessment, Monitoring and Evaluation**

For newcomer pupils, baseline assessment will begin by parents filling in the Pupil Profile/data collection form to ascertain- family details, languages, educational profile, any special needs and general issues. The baseline checklist together with ongoing assessment will identify the pupil's level of English with reference the Common European Framework of Reference (CEFR). Planned activities will be based around this assessment.

The staff have regular liaisons to discuss pupil progress, immediate/long term needs and agreed target setting. The school will ensure that all Newcomer pupils have access to statutory assessment/support where appropriate.

## **Common European Framework of Reference (CEFR)**

The CEFR was created by the Council of Europe to provide a basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks across Europe. It is to be used as a planning tool to promote transparency and coherence in language education. It describes a learner's ability in terms of speaking and listening, reading and writing within 6 reference levels (A1, A2, B1, B2, C1 and C2).

This CEFR framework is completed once the pupil has settled into Ligoniel Primary School and members of staff have been able to complete observations. This will be reviewed when necessary.

### **Resources**

A bank of EAL resources to support pupils` linguistic development are located both in the learning Hub and on the school system (staff, school of sanctuary, resources). These include flash cards, games, differentiated worksheets, and Polish story books.

An EAL and Newcomer resource box can be located in the Learning Hub.

**Suggested Online Resources and Websites for use in school with Newcomer pupils**

<b>Foundation, KS1, KS2</b>	<b>Website address</b>
<u>Learn English Kids British Council</u> Listen and watch, fun and games, advice for parents	<a href="http://learnenglishkids.britishcouncil.org/en">http://learnenglishkids.britishcouncil.org/en</a>
<u>EMTAS 4 Success</u> Teaching materials to download: board games, lotto, matching pairs, playground fans	<a href="https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/SitePages/Teaching%20Materials.aspx">https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/SitePages/Teaching%20Materials.aspx</a>
<u>Starfall Parent-teacher Centre</u> Interactive videos, sounds and letters, make and read short sentences	<a href="http://more.starfall.com/?">http://more.starfall.com/?</a>
<u>Primary Resources</u> Free lesson plans, activities ideas and resources for teachers on a variety of topic areas	<a href="http://www.primaryresources.co.uk/">http://www.primaryresources.co.uk/</a>
<u>Language of the Month</u> Interactive video clips with pupils teaching their home languages	<a href="http://www.newburyparkschool.net/langofmonth/index.html">http://www.newburyparkschool.net/langofmonth/index.html</a>
<u>BBC CBeebies Alphablocks</u> Shows, games, watch and sing, topics, advice for parents	<a href="https://www.bbc.co.uk/cbeebies/shows/alphablocks">https://www.bbc.co.uk/cbeebies/shows/alphablocks</a>
<u>BBC CBeebies Numeracy</u> Shows, games, watch and sing, topics, advice for parents	<a href="https://www.bbc.co.uk/cbeebies/topics/numeracy">https://www.bbc.co.uk/cbeebies/topics/numeracy</a>
<u>BBC Words and Pictures</u> Shows for picture and word matching. Explore initial sound teaching	<a href="https://www.bbc.co.uk/programmes/b007t298">https://www.bbc.co.uk/programmes/b007t298</a>
<u>Young People Trust for the Environment</u> Environmental learning resources using clear visuals and simple language	<a href="http://ypte.org.uk/lesson-plans/browse">http://ypte.org.uk/lesson-plans/browse</a>
<u>Woodlands Literacy Zone</u> Links to other websites with interactive English games and activities	<a href="http://www.primaryhomeworkhelp.co.uk/literacy/">http://www.primaryhomeworkhelp.co.uk/literacy/</a>
<u>Cambridge English</u> Scroll to the bottom to locate the PDF- Pre A1 Starters, A1 movers and A2 Flyers.	<a href="https://www.cambridgeenglish.org/learning-english/parents-and-children/information-for-parents/tips-and-advice/what-are-the-different-levels-of-learning-a-language/">https://www.cambridgeenglish.org/learning-english/parents-and-children/information-for-parents/tips-and-advice/what-are-the-different-levels-of-learning-a-language/</a>
<u>Bug Club</u> Access a range of picture books, talking stories and read along books.	<a href="https://www.activelearnprimary.co.uk/login?c=0">https://www.activelearnprimary.co.uk/login?c=0</a>

## Suggested Apps for use in school with Newcomer Pupils

Image	Name	What can you do?	Who for? / (CEFR)
	<b><u>Hairy Letters</u></b> by Nessy	Learn the names and sounds of each letter with the Hairies. Play games to blend and read. Form each letter using your finger on screen.	Foundation and KS1. (Pre-A1, A1)
	<b><u>Mel's Phonics A-Z</u></b> by Elearn.com	Learn letter sounds. Activities eg match words to pictures	Free. (Pre-A1, A1)
	<b><u>Mel's Phonics CVC</u></b> by Elearn.com	Learn CVC words. Activities eg match words to pictures	Free. (Pre-A1, A1)
	<b><u>Twinkl phonics</u></b> by Twinkl Limited	There are a wide range of phonics apps ranging from initial sound to high frequency words.	Foundation, KS1 and KS2. (A1, A2)
	<b><u>Pocket phonics</u></b>	Learn letter sounds, how to write letters and how to 'blend' letter sounds together to make words.	Foundation, KS1 (A1, A2)
	<b><u>Spellosaur</u></b>	Enter the words you want to learn - this could be a set of words that you have been struggling to learn and play games	Foundation, KS1 (A1, A2)
	<b><u>Early words</u></b>	Listen to words and match to written word	(A1, A2)
	<b><u>Speech with Milo - sequencing</u></b>	Pupils sequence three cards about Milo and Melvin. Discuss what is happening first, next and last. Cards in place, an animation demonstrates the action. (American accent)	Foundation, KS1. (A1, A2)
	<b><u>Sentence builder</u></b> by Abitalk	Learn about words, sentences, pronunciation, and grammar. App can be customized with your own pictures, words and sentences. (American accent)	Foundation, KS1 and KS2. (A1, A2)

	<p><b><u>Clicker Sentences</u></b> by Crick Software</p>	<p>Create sentence building activities on any topic. Sentence grids contain all the words required to build a sentence. This is quick and easy to use. Audio is included.</p>	<p>Y1 upwards. (A1, A2)</p>
	<p><b><u>Collins Big Cat</u></b></p>	<p>Great reading books with lovely illustrations and hidden interaction.</p>	<p>Free. Foundation, KS1 and KS2. (A1, A2)</p>
	<p><b><u>Busuu</u></b></p>	<p>Learn basic nouns through activities and games. Topics include colours, nos. 1-10, animals, body parts, food, family, clothes. Audio included.</p>	<p>Foundation, KS1 and KS2. (Pre-A1, A1)</p>
	<p><b><u>International Children's Digital Library (ICDL)</u></b></p>	<p>Multi-lingual, children's books in 54+ languages in 64 countries. (Works with wireless in school or home; does not work remotely like the other apps on this list.)</p>	<p>More suitable for KS2 (A1, A2)</p>
	<p><b><u>Hungry Fish</u></b></p>	<p>Basic number recognition. KS1 can practice their number bonds. KS2 can benefit from the higher levels too. Fun!</p>	<p>Foundation, KS1 and KS2. (A1 – A2)</p>
	<p><b><u>Andrew Brodies Let's do Mental Maths</u></b></p>	<p>Mental math's quizzes. Extremely engaging and rewarding. Buy 6 different apps in a bundle. Audio included; questions read out.</p>	<p>Suitable for KS1 and KS2.</p>
	<p><b><u>Squeebles</u></b></p>	<p>A range of excellent numeracy apps. Easy to use. Buy 7 different apps in a bundle.</p>	<p>Foundation, KS1 and KS2. (A1, A2)</p>
	<p><b><u>Interactive resources</u></b> by Primary Games</p>	<p>A large range of excellent numeracy apps. Easy to use. Buy a bundle.</p>	<p>Foundation, KS1 and KS2.</p>
	<p><b><u>Power of 2!</u></b> By ThinkCube Inc</p>	<p>Number matching game. Pupils must use a range of strategies to gain the highest score. Easy to use and fun.</p>	<p>Foundation, KS1 and KS2. (A1, A2)</p>

	<b><u>Doodle Buddy</u></b>	Pupils draw and write using different mediums. Free.	Foundation
	<b><u>Show Me Interactive White Board</u></b>	Make stories; record and take photos. £40 per year.	
	<b><u>Seesaw</u></b>	Pupils create, reflect, collaborate and share. Families can see what their child is learning, and communicate between school and home using the home language.	All levels (Pre-A1, A1, A2)
	<b><u>ClassDojo</u></b>	Similar to Seesaw.	All levels (Pre-A1, A1, A2)
	<b><u>SayHi Translate</u></b>	Translates English into 40+ languages instantly	All levels (Pre-A1, A1, A2)
	<b><u>What's my reading age?</u></b> by Nessy	Develops fluency, vocabulary and comprehension. Cloze procedure activities.	P1/P2 upwards. (A1, A2)
	<b><u>Dyslexia Quest</u></b> by Nessy	Climb the mountain and play the yeti games. Each game will test memory and learning skills. The yeti master explains signs of dyslexia.	Foundation, KS1 and KS2. (A1, A2)
	<b><u>Toy Story</u></b>	Talking Books- listen to the story being read.	Foundation and KS1. (A1, A2)
	<b><u>The Three Pandas</u></b>	Talking Books- listen to the story being read.	Foundation and KS1. (A1, A2)

## **Parents/carers and the Wider Community**

We provide a welcoming admission process for the induction assessment and support of Newcomer pupils and their families.

We take account of the parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.

We aim to ensure that our written spoken communication with families and with the community is effective through the use of plain English.

We aim to work closely with members of the wider community to support our EAL pupils.

## **Staff Development**

The school will enable all staff to undertake Professional Development to ensure that provision for all Newcomer pupils is appropriately delivered and coordinated.

Staff have access to the Inclusion and Diversity Service and the toolkit of reference.

The School Development Plan will incorporate action plans that will be required including the School of Sanctuary action plan.

The Principal ensures that:

- All involved in teaching Newcomer learning liaise regularly.
- Parents and staff are aware of school's Newcomer policy.
- Relevant information on pupils with English as An Additional Language reaches all staff.

## **Interpretation Service**

An interpretation service is available for Newcomer parents for notes and meetings e.g. parent consultation meetings. Parents are also welcome to provide their own interpreter if they would prefer.

## **Review and Evaluation of the Policy**

This policy will be reviewed at specific points throughout the year. The policy may need to change to meet the needs of pupils. The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.

## **International Day of Language/ Celebration Days**

As part of our School of Sanctuary programme we will celebrate International Day in September each year. This whole school event will include:

- International Dress encouraged for all pupils
- Celebration assembly with pupils taking part- parents welcome to attend
- International Menu for lunch
- All classes will participate in international activities and crafts provided by the co-ordinator
- Video shared via Seesaw to showcase our celebration day

## **Our School Environment**

We continue to make our school adaptations to our school environment to share other languages. These include:

- Welcome board in the foyer to share languages spoken in our school.
- Signs around our school have been written by parents.
- With SOS funding a large movable Welcome sign has been purchased for display around the school.

## **Translated Documents**

A range of documents, policies, notes and booklets translated into languages spoken within the school can be found in the school system (staff, schools of sanctuary , translated documents). These are available in a Word document and PDF for easier upload onto Seesaw. All staff can access these documents when necessary.

EAL and Newcomer Resources  
April 2021

- Jigsaw puzzles
- Multicultural dolls
- International dress for dolls
- Flags and bunting
- Polish Story books

