



Laurelhill Community College



Newcomer Policy

1 BACKGROUND

Laurelhill Community College is a post-primary school open to pupils of all abilities regardless of race, class, or creed. Laurelhill Community College seeks to be a caring community in which all pupils, parents, staff, governors can participate fully in all aspects of school life. Laurelhill Community College seeks to provide pupils with every opportunity for personal, academic, moral, emotional, and spiritual development and to prepare them for a meaningful adult and working life. Laurelhill Community College seeks to be a centre of academic excellence. As a college, our ethos promotes within the school community and beyond, the values of equality, understanding, tolerance and mutual respect.

2 AIMS

It is the responsibility of every subject area to ensure the needs of all Newcomer pupils are met. The Newcomer Co-ordinator will:

- nurture Newcomer pupils and work with Senior Teachers and Pastoral Staff to ensure smooth transition into the college
- assess the needs of each Newcomer pupil
- maintain an up-to-date register of all Newcomer pupils
- seek advice and assistance from EA Board staff when necessary
- establish a baseline for each pupil through CFER Benchmark; track, monitor and evaluate progress of all Newcomer pupils
- promote the ethos of the school
- provide each Newcomer pupil with the opportunity to develop and enhance knowledge, skills and language acquisition in English
- offer small group or one to one tutelage to support access to the curriculum in Laurelhill Community College
- support all Newcomer children who may have additional needs and refer concerns to Form Teacher, Literacy Co-ordinator, Numeracy Co-ordinator or SENCo using internal referral form
- liaise closely with Form Teachers, Head of Year, pupils and parents
- provide resources suitable for pupils' language acquisition stage
- communicate with parents, and support pastoral staff in home school links regard to their children's education and keep them informed of everyday school activities
- provide advice and training to all staff regarding appropriate content and methodologies for Newcomer Students
- promote an environment in which positive classroom relationships are fostered
- maintain high levels of expectations of all our pupils to enable them to reach their full potential.
- maintain up to date records and registers of all Newcomer pupils

3 RATIONALE

Provision for Newcomer Pupils at Laurelhill Community College embraces those pupils who have English as their second language. These students come from a diverse range of countries across the world. Current educational research indicates that Newcomer pupils

can be best helped by being placed in a class appropriate to their cognitive ability, not their language ability.

Ongoing support is available to Newcomer Students in small group withdrawal sessions, which will be delivered by the Newcomer Co-ordinator and will aim to cater for language acquisition as well as their personal and social development.

The first language and culture of the pupils are recognised and celebrated through public occasions. We celebrate each pupil's individual achievement and endeavor to integrate Newcomer students fully into the student body, while simultaneously empowering all students to be adaptable and welcoming.

Where available, pupils are supported to complete a GCSE examination in their first language or any other language they speak.

4 ROLES AND RESPONSIBILITIES

(a) The Board of Governors

The Board of Governors will:

- Ensure that the policy is referred to in the prospectus.

(b) Newcomer Co-ordinator

The Newcomer Co-ordinator will:

- be responsible for developing the school's Newcomer policy in line with guidelines from the DENI and EA
- plan and conduct initial meetings with newcomer pupils once the induction process has been completed with SLT to assist pupil integration
- communicate with parents to collect and disseminate essential information
- oversee the development of the induction programme and deliver content to newly arrived pupils
- offer language support to all Newcomer pupils at their own level of proficiency
- in conjunction with Form Teachers, monitor and address any issues regarding pupils' attendance
- monitor, evaluate and review progress in English Language acquisition OF ALL Newcomer pupils
- offer curriculum support where necessary
- attend regular Panel Meetings to discuss any issues based on academic and/or pastoral issues
- organise internal exam support for Newcomer pupils
- Liaise with the SENCo to ensure arrangements are in place for Newcomer pupils sitting external exams according to CCEA guidelines in conjunction with the Exams officer.
- facilitate pupils sitting GCSEs in their first language, where available in conjunction with the Exams Officer and languages department

- ensure interpreting services are available and provided, when necessary, for example Mentoring Days and Parent/Teacher Meetings
- requisition necessary resources to facilitate excellent learning and teaching
- In conjunction with the Senior Teacher for Pastoral Care, liaise with external agencies to ensure that the best support is provided and to make referrals where necessary
- Complete annual parents' consultations for newcomer pupils where they have a parent who is also unable to speak and understand English sufficiently.

(c) Form Teacher and Year Head

Form Teachers and Year Head will:

- inform class/ year group about new pupils and their country of origin
- implement and monitor the Buddy System within the Form class
- deal with any pastoral and/or discipline issues in line with school policies
- inform co-ordinators that an interpreter is needed for meetings in advance
- ensure Newcomer pupils are settled and report any concerns to Newcomer Co-ordinator
- make time during registration to speak to Newcomer pupil to discuss any issues/ questions they may have

(d) All Subject Teachers

While it is the role of the Newcomer co-ordinator to oversee the provision for Newcomer students, it is the responsibility of all staff to provide for pupil needs within each subject area.

Subject Teachers will:

- Communicate effectively with parents throughout the year as per school policy
- Liaise with the Newcomer Coordinator to arrange translation and interpreting services where needed, for example Mentoring Days and Parent/ Teacher meetings
- use visual aids in classrooms to develop and extend vocabulary
- monitor interaction and progress across the curriculum within subject areas and report any concerns to as necessary
- adapt strategies and resources
- provide overview of schemes of work including course titles and coursework at Key Stage 4
- provide opportunities for pupils to share cultural experiences
- provide scaffolding in lessons to ensure pupils can access the curriculum
- provide encouraging feedback on classwork and homework- both oral and written
- encourage Speaking and Listening across all subjects
- encourage the use of a bi-lingual dictionary or electronic device to help with the classwork

5 LEARNING AND TEACHING

A positive attitude to first languages is encouraged through:

- provision and use of bi-lingual dictionaries.
- provision and use of portable devices.
- encouraging pupils to use first languages to help with curriculum understanding.
- opportunities to study GCSEs in first language where available.

Teaching strategies and resources will be adapted to suit the needs of pupils with limited English through:

- Withdrawal sessions with Newcomer co-ordinator for curriculum support based on the needs of the individual pupil.
- visual timetable and clear explanation of school rules and policies.
- Classroom support provided by Newcomer classroom assistant.
- Use of Key words lists for specific subjects.
- Appointment of classroom buddies or mentors.
- Signposting and clear learning intentions on boards.
- Year ahead and course overviews provided for pupils.
- Use of visual material and adaptation of texts where possible.
- Provision of dictionaries and portable devices.

The Common European Framework of Reference (CEFR)

The CEFR is used across the world to help write materials and syllabi for foreign language learning and to help monitor the progress of language learners.

The CEFR is a set of benchmarks we use in our school that help monitor progress of second language learners, identify what they can do and what they are finding difficult. It distinguishes four skills:

- Listening
- Speaking
- Reading
- Writing

The benchmarking kits are used to ascertain Newcomer pupils' level of English. Tests are provided once a year, based on the results, realistic targets/learning outcomes when planning are set. Tests are also used to monitor Newcomer pupils' progress. All data will be saved on the Staff Drive – Whole School Data - Newcomers for all staff to be able to access this information at any time.

6 ASSESSMENT

All teaching staff have been made aware of CCEA assessment arrangements for Key Stage 4 pupils who have been in the country for two years or less, namely:

- 10% extra time during examinations.

- The use of bilingual dictionaries in all subjects other than English / Modern Languages where this is the student's normal way of working.

Internal Assessments will be adapted to meet the needs of pupils with limited English through:

- Provision of specific key word lists prior to tests. Pupils may translate these and use them during the test at the early stages of their language development.
- Readers may be provided
- Bi-lingual dictionaries and portable devices are available.
- Projects based on research for these students as an alternative

Feedback to parents is communicated through:

- Mentoring Days (Parent-teacher meetings) where an interpreter is provided if necessary
- Phone calls with an assistance of an interpreter if necessary
- Simplified reports
- Short clear comments and icons on books

7 HOME-SCHOOL / COMMUNITY LINKS

Parental contact is integral to the teaching of young people and is a fruitful and mutually beneficial relationship.

Induction for International Student's parents includes:

- Interpreters are provided if necessary. A specific time will be made available for these meetings.
- Parents can make an appointment to speak to The Newcomers Coordinator about their child
- Support and guidance offered with applications for FSM, Uniform Grant and transport.

Parents are informed about the curriculum, their child's progress and school events through:

- Visual welcome book
- Student Planner
- Comments on books
- Parent / teacher meetings with interpreters where necessary
- Phone calls using 3-way call with interpreter where necessary
- Emails – parents of all newcomer pupils have access to the Newcomer Coordinators email address to make home school links simplified and raise any issues within school