

Manland Primary School

In-year Admissions Guidance



Last Review by School	October 2022
Next Review by School	October 2025

Last Review by HfL	
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Introduction

At this school in-year admissions are managed by Hertfordshire County Council in line with the county admissions process. Once children have been allocated to the school they, and their families, will be helped to feel welcome.

All families will be given a new starter pack which is reviewed annually. The new starter pack contains information about the school and its systems, along with requests for information which is useful to the school or needs to be collected as a statutory requirement.

The school will receive (or in the case of a child transferring out of the school, give) information about the child's prior education using the S2S (Schools to Schools) service.

Any child protection information will be handed over personally where possible or by secure post if not.

The following appendices give helpful information to staff who are welcoming a new child to the school.

Appendix 1 – Manland - Questions to ask ourselves when we have new arrivals

1. Has the child and his/her family been invited to visit?
2. Have they had a new starters pack?
3. Have they returned the necessary forms?
4. Have they had the chance to buy uniform?
5. Have we had transfer information from the previous school?
6. Is there anything that the class teachers, INCO, HT need to know?
7. Have the parents been told of significant timetable events e.g. PE day
8. Do they know about clubs? - Could join those where there is a vacancy
9. Have the family/child had the chance to briefly meet the class teacher?
10. Are the family aware of our before school and Time Out clubs?
11. Does the child have siblings who might be joining Manland?
12. Do they know where to go on the first morning and where to be picked up from?
13. Do we know who is allowed to pick up at the end of the day?
14. Who will be available to welcome the child on their first day?
15. Have they got a labelled drawer and coat peg?
16. Who is going to help them find it?
17. Have they got a log in for computer?
18. Does the class teacher know something about the child?
19. Is there a buddy?
20. Does the buddy know what to do?
21. Is there a space in the classroom for the child?
22. Would a visual timetable be helpful?

Appendices 2-6 give specific focus to children with English as an Additional Language and those who have not lived in the UK previously. They also give good advice about working with children from a range of cultural backgrounds.

The good practice within these appendices can be helpful for any children who are starting at a new school.

Appendix 2 Supporting newly arrived learners of EAL

Preparing for an interview

Whom to invite

- ☐ The child and his/her parents or carers
- ☐ The Headteacher, class teacher, INCO or EAL co-ordinator
- ☐ An interpreter if needed
- ☐ The designated 'buddies' to greet the child after the interview

What information does the family and the child need?

- ☐ The names of members of staff the child will meet in school. A copy of any 'names and faces' board in the school entrance would be very useful.
- ☐ Requirements for school's admissions forms
- ☐ A welcome pack, including details of daily routines and timetabled activities, school policies, information about homework or reading books to be taken home etc
- ☐ A calendar of school events, trips, holidays and occasional days
- ☐ Uniform and PE kit list with examples to show.
- ☐ A list of any other clothing or equipment which the family is expected to provide.
- ☐ Information about school meals and lunch time arrangements.
- ☐ Information about any support the school will put in place e.g. TA, buddies
- ☐ Information about any grants, benefits or assistance available
- ☐ Curriculum information
- ☐ Information about extended schools provision and children's centre, if applicable
- ☐ A contact name and telephone number for the school

What information does the school need?

- ☐ The child's name and how to spell and pronounce it correctly
- ☐ Details to complete the admissions form during the interview
- ☐ Languages spoken within the family
- ☐ Language used for previous education
- ☐ Languages learned at previous school
- ☐ Educational history, including age starting formal education and any significant gaps in education
- ☐ Level of English acquisition (if possible to determine at this stage)
- ☐ Religion and any particular observances which the school may need to know about e.g. fasting during Ramadan, festivals
- ☐ Participation in any faith or community classes.
- ☐ Dietary requirements
- ☐ Communication with parents e.g. will an interpreter be needed? Will letters need to be translated?
- ☐ Find out about any particular interests or talents the child might have, likes and dislikes.

Appendix 3 Supporting the emotional and social needs of the newly arrived pupil

- ☐ Utilise **peer support**. Recruit a pair of 'buddies' and a 'circle of friends' who will help the newly arrived pupil to become familiar with the layout of the school and routines. They will help the child to feel included at lunch time as well as in class activities.
- ☐ Teach the class to say 'hello' using the new pupil's language and learn to **say his/her name correctly**.
- ☐ Introduce basic '**survival language**'. A few illustrated cards can be useful.
- ☐ Ensure all staff (teaching and support staff, MSAs, kitchen and caretaking staff) **know about the needs of the new pupil**.
- ☐ Understand that the pupil may have a **silent period** of up to several months. They may seem unresponsive but a great deal of absorption of language and learning will be going on.
- ☐ Understand the **pressures** and changes that the beginner is experiencing e.g. **culture shock**.
- ☐ **Integrate the pupil into regular school and class activities**. Give some responsibilities e.g. giving out books.
- ☐ Participation can take many forms. Don't worry if a pupil does not want to join in actively at first. **Invite the pupil to join in practical activities** and try to ensure they have something to do which is relevant to the lesson.
- ☐ **Behaviours can be culturally influenced**. Some pupils may avoid eye contact, smile even when they are in disagreement, when they are being reprimanded or don't understand what you are saying. They may stand closer or further away than you or other children are accustomed to.
- ☐ Recognise that there may be **differences in attitudes to food, in eating styles and preferences**. The child might not be used to eating with anyone outside their family.
- ☐ **Be sensitive about inappropriate behaviour** e.g. aggression may be caused by tensions from the new situation or by previous experiences. Pent-up emotions and frustrations may be released in the playground.

- ☐ It is very tiring to learn a new language and to learn in an unfamiliar language. The process of settling into a new school routine can also be stressful. Pupils will need **regular short breaks** from concentration throughout the day.
- ☐ Show interest in the pupil's country of origin. **Give their culture recognition** in any way you can.
- ☐ **Value, use and display first language** wherever possible.
- ☐ Encourage **interaction with speakers of the same language** in the school and at home (a secure first language reflects in any additional language learned).
- ☐ Recognise that **the beginner may have a greater ability or understanding** than he/she is able to demonstrate, which can be frustrating for pupil and teacher.
- ☐ **Maintain contact with the parents.** Invite them into school. It might be helpful to them and to the school to discuss their experiences of education and their expectations of education in England.
- ☐ Ask parents and members of the community to **provide first language resources** e.g. labels, pictures, recordings of music or stories. Invite them into school to join in assemblies or to read dual language books
- ☐ It is important to avoid overgeneralisations and stereotyping of pupils and their families. **Whilst cultural diversity and individual uniqueness are valued, it is also important to emphasise our similarities** and things we hold in common. Nearly all newly arrived pupils want to learn, want to make friends and want to feel that they belong. They want to do well and look to staff for support and help.

Appendix 4 Teaching and learning strategies

- ☐ Provide as much visual support as possible: objects, labelled pictures, picture dictionaries, DVDs, ICT etc.
- ☐ Plan small group activities where talk and interaction are central to the learning going on. The newly arrived pupil may take a passive role to begin with but he/she will be hearing patterns of English and learning while listening.
- ☐ Don't worry if at first the child joins in an activity that you think he/she does not understand. As a newly arrived pupil, it is more important that the child is included and feels part of what is going on.
- ☐ Provide opportunities for oral rehearsal and repetition.
- ☐ Provide key words and phrases at the beginning of a new topic and pre-teach if possible. (Preview)
- ☐ Allow the pupil time to summarise and reflect on what he/she has learned. (Review)
- ☐ Give the child opportunities to practise what they have learned e.g. by explaining to an adult or another child, playing a related game, taking work home to share with their family.
- ☐ Highlight key words and phrases in a text.
- ☐ Encourage active listening, providing vocabulary to listen for and underlining key words in a text while the child listens.
- ☐ Use interactive software e.g. Clickr and Oxford Reading Tree.
- ☐ Carry on sending the beginner bilingual and English speaking child on walks round the school and playground. They can write down the names of things they see in both languages. It doesn't matter if words are repeated.
- ☐ Make books using magazine pictures, clipart or Google picture gallery, or use a digital camera to photograph things in school. The pupils could make books about themselves, the class, a week in school, a topic etc. Images could be labelled with single words and then extended to simple phrases and sentences. Such books can also be shared with parents.
- ☐ Give the child a way of responding alongside others e.g. by pointing, matching, repeating, labelling etc
- ☐ Differentiate tasks so that the child is able to succeed
e.g. annotate drawings, sequence pictures, match sentence halves, fill in tables and grids, give yes/no or true/false responses.

- ☐ Use games which reinforce learning through memory and planned speaking and listening e.g. pelmanism, Kim's game, simple board games, barrier games, find my partner etc.
- ☐ Use CDs or MP3s for listening activities and to accompany books and texts with spoken language.
- ☐ Use scaffolding and modelling techniques e.g. talk prompts, sentence starters, writing frames.
- ☐ Use key visuals and graphic organisers (graphs, grids, time lines, tree diagrams etc) to present curriculum content with reduced language input.
- ☐ Parents may be able to support homework tasks e.g. learning vocabulary, matching texts to pictures, supporting reading and sharing dual language texts.

Appendix 5 Creating the conditions for learning

- ☐ Enhance classroom resources and displays to reflect the linguistic and cultural diversity of new arrivals.
- ☐ Find out about the new arrival's first language and previous education to aid understanding of their acquisition of English and their past experiences of teaching and learning styles.
- ☐ Cultural differences can affect a newly arrived pupil's learning. They may not understand your gestures, body language and facial signals, some of which may be part of your repertoire for class management.
- ☐ The pupil may nod when you ask questions but without understanding. It may be a sign of acknowledgement and respect.
- ☐ Be aware that the pupil is not only learning a new language and curriculum content but new behaviours as well.
- ☐ Do not ignore any racist comments or jokes. These should be dealt with and reported using the school's policy for handling racist incidents.
- ☐ Remember that newly arrived pupils may have a silent phase. Give them time to listen. Observe and absorb without any pressure to speak.
- ☐ Give opportunities for non-verbal responses which can show understanding.
- ☐ Make all communication as visual as possible including at KS2
- ☐ Keep activities short – don't expect beginners to be able to sit and listen for too long.
- ☐ Give regular short breaks to aid concentration.
- ☐ Concentrate on what the pupil can do.
- ☐ Use labels and signs in the pupil's first language.
- ☐ Provide a bilingual picture dictionary for pupils who are literate in their first language.
- ☐ Give positive feedback to support initial enthusiasm.
- ☐ Allow thinking time. A beginner bilingual will need more time to process answers.
- ☐ Group beginners with good language and behaviour models.
- ☐ Find out more about the country, culture and language of the new pupil (and others, too). A display of pictures, information and artefacts for all to see can

enhance the new pupil's status in the class and can lead to natural discussion of similarities and differences. The family might be pleased to contribute to any display.

- ☐ Focused adult support in group contexts will ensure that the pupil is not isolated and has opportunities to interact with peers in a more structured way.
- ☐ Make sure the child sits in a position to see and hear clearly and next to a good role model.
- ☐ Use collaborative learning techniques so that the newly arrived pupil can be a part of learning activities. This will foster a feeling of belonging which is more important than understanding at the very early stages and will promote learning.

Appendix 6 20 TOP TIPS for SUPPORTING NEW ARRIVALS IN PRIMARY SCHOOLS

- Teach your class to say “hello” using the new pupil’s language and learn to say his/her name correctly.
- Don’t panic - Children may have a silent period.
- Plan for peer support – put in place a buddy system.
- Arrange for a tour of the school, naming objects and places.
- Meet parents to get background information – using an interpreter if necessary.
- Make all communication as visual as possible including at KS2
- Have a box of materials and activities that beginners can access easily
- Provide a bilingual dictionary for pupils who are literate in their first language
- Keep activities short – don’t expect beginners to be able to sit and listen for too long
- Create the opportunity for the beginner to succeed in at least one activity each day e.g. giving out books.
- Group beginners with pupils with good language and behaviour models.
- Understand the pressures and changes that the beginner is experiencing.
- Enable beginners to maintain their first language in school and at home.
- Use simple sentences or phrases to model correct language structures.
- Model language rather than correct the beginner’s language.
- Allow thinking time.
- Enhance classroom resources (and displays) to reflect the linguistic and cultural diversity of new arrivals.
- Find information about L1 (readily available on internet) to better understand pupils’ acquisition of English.
- Provide opportunities for pupils to rehearse responses orally.
- Demonstrate the meaning of instructions.

Appendix 7 – Welcoming a child with additional learning needs – questions to ask ourselves

1. Is our INCO aware that this child is joining us?
2. Do we know what the child's needs are?
3. Have we met with the child's parents/carers to discuss and understand their views?
4. Do we know if the child is currently on an EHC plan?
5. Does the child need additional visits before transfer?
6. Who can help us to know more? E.g. Parents/carers, previous school, LA, external agencies
7. Has the class teacher been made aware of the child's needs?
8. What reasonable adjustments do we need to make before (and when) the child starts?
9. Do we need additional staffing?
10. What could help us to make a smooth transition from the previous setting?
11. Do we need to do any preparation with the other children in the class/school