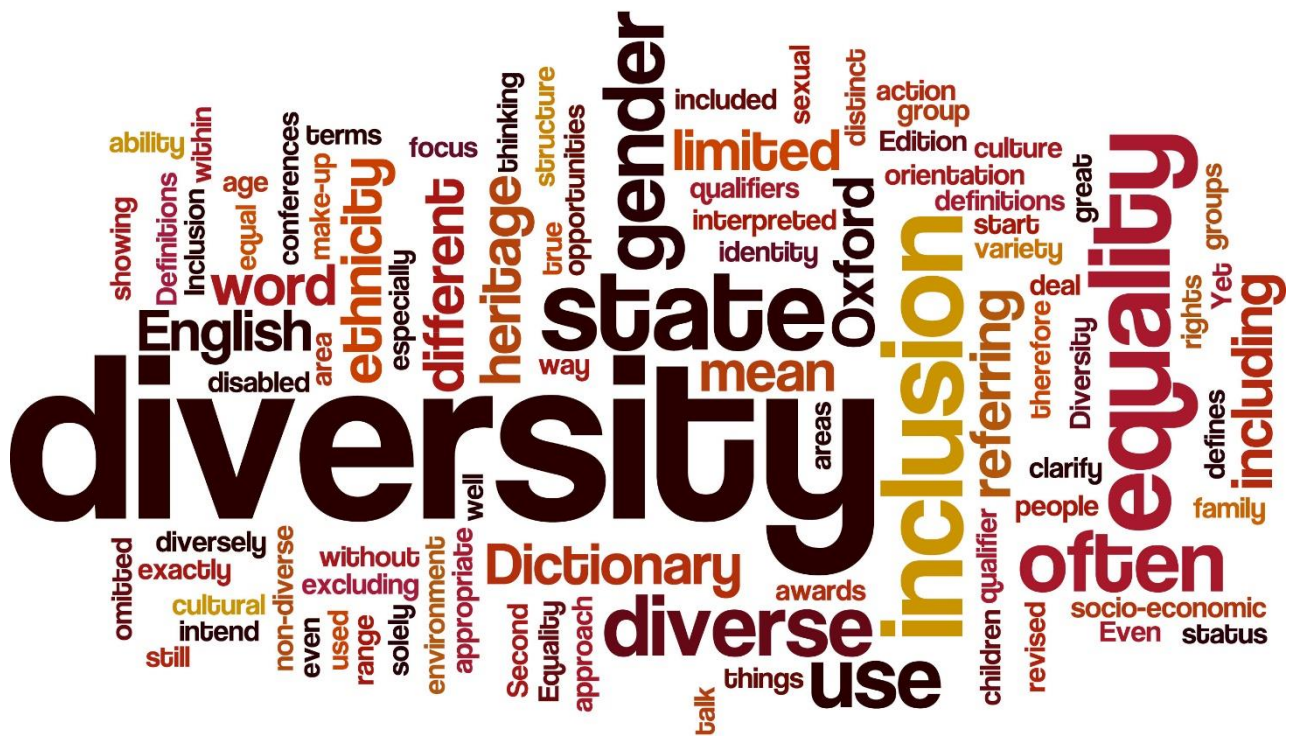




Newcomer Policy



Mission Statement

"In partnership with parents, guardians, staff, governors and students St Louise's promotes excellence in teaching and learning within a Catholic, Vincentian, Comprehensive ethos"

“Everyone has the right to education and children and young people through their participation at school should reach the highest possible standards of educational achievement. This includes children and young people whose first language is not English.”

Department of Education

This document outlines the Newcomer Policy of St. Louise’s Comprehensive College for the identification and assessment of provision for newcomer students. The Newcomers Policy is compatible with DENI policy document **“Every School a Good School - Supporting Newcomer Pupils”**.

In line with Every School a Good School, St. Louise’s seeks to:

- ✓ Ensure effective interventions and support are in place to meet the needs of newcomer students and to help them overcome barriers to learning.

This policy should not be viewed in isolation. It must be aligned to our:

- ✓ Learning and Teaching Policy
- ✓ Additional Educational Needs Policy
- ✓ Positive Behaviour Policy
- ✓ Classrooms for Learning Policy
- ✓ Numeracy Policy
- ✓ Literacy Policy
- ✓ ICT Policy

SECTION 1 OVERVIEW

St Louise's recognises the increasingly diverse backgrounds and needs of our Newcomer students and therefore seeks to ensure that every learner fulfils her potential at each stage of development. A student should not be considered as having a learning difficulty solely because the language in which they will be taught is different from the language which is spoken in their home. However, a student may also have special educational needs if she has a learning difficulty which calls for special educational provision to be made for them.

Definition of Newcomer Student

'a child or young person who has enrolled in a school but who does not have the satisfactory language skills to participate fully in the school curriculum and does not have a language in common with the teacher. It does not refer to indigenous pupils who choose to attend an Irish medium school. That circumstance is dealt with under the Irish medium education policy'.

Every School A Good School

SECTION 2 AIMS

The aims of this policy must be considered in the context of the school's Mission Statement.

"In partnership with parents, guardians, governors, staff and students St Louise's promotes excellence in learning and teaching within a Catholic, Vincentian, Comprehensive ethos."

The fundamental philosophy that permeates the curriculum is the equal valuing and dignity of every student. Therefore, we seek to ensure that our Newcomer students:

- ✓ experience a broad, balanced, relevant and differentiated curriculum as a right for each individual student;
- ✓ have the necessary skills in the language of instruction, to access the curriculum and overcome any curricular, linguistic or intercultural barriers to learning;
- ✓ experience high quality whole class teaching, guided and group work and/or individual interventions in order to overcome potential barriers to learning and meet the needs of all students within and beyond the school setting;
- ✓ experience opportunities which allow students to develop knowledge, understanding and skills which ensure progress, promote success and develop self-confidence in order to reach their full potential;
- ✓ feel welcomed and valued;
- ✓ fully participate in the life of our school.

SECTION 3 IDENTIFICATION AND PROVISION

Identification

Upon enrolment a determination will be made as to whether the student will be designated as a Newcomer based on the following criteria as set out by DENI.

	✓
The child was born in a country, other than the UK and the child needs to learn the language of instruction (including basic communication and comprehension) whether that is English or Irish, and does not have a language in common with the teacher. The child does not normally speak English or Irish at home.	
The child was born in the UK but does not have the satisfactory language skills to participate fully in the school curriculum, and the wider environment, and does not have a language in common with the teacher. The child does not normally speak English or Irish at home.	

On enrolment the following Newcomer pro-forma will be completed with the designated member of staff, in addition to our school data capture form, school enrolment form and collection of a birth certificate.

MANDATORY NEWCOMER DESIGNATION PRO-FORMA

Form also available from <http://www.deni.gov.uk/index/21-pupils-parents-pg/newcomer.htm>

Designation of Pupil for CFF Newcomer/EAL Factor			
Completion of this pro-forma is mandatory and subject to audit. It must be held along with the individual pupil's needs assessments and the data capture form from the initial parent meeting where appropriate.			
If a child transfers schools a copy should be sent to the new school to maintain continuity for funding purposes.			
Section 1 - General Details			
Name:			
Unique Pupil Number (UPN):			
Date of Birth:			
Country of Birth:			
Section 2 - Indicators that the CFF Newcomer/EAL Factor may be appropriate:			
First Language/Language spoken in the home:			
Do one/both parents need an interpreter for initial interviews?			Y / N
Has the child ever previously attended a school where the language of instruction is English or Irish?			Y / N
If 'yes' to above please give details including duration of attendance			
Name of Previous School:			
Address:			
City/Town:			
Country:		From: (month/year)	To: (month/year)
Post Code:		Period of Attendance:	
To qualify for CFF Newcomer/EAL funding please tick which of the following criteria is met:			✓
The child was born in a country, other than the UK and the child needs to learn the language of instruction (including basic communication and comprehension) whether that is English or Irish, and does not have a language in common with the teacher. The child does not normally speak English or Irish at home.			<input type="checkbox"/>
The child was born in the UK but does not have the satisfactory language skills to participate fully in the school curriculum, and the wider environment, and does not have a language in common with the teacher. The child does not normally speak English or Irish at home.			<input type="checkbox"/>
Comments / Notes:			

Newcomer students will be allocated a class based on their strengths and areas for development as identified through baseline testing.

Provision and Monitoring

Based on the outcomes of the baseline assessments an individual educational plan will be created in partnership with the Year Team leader, Transition Co-ordinator, Literacy Co-ordinator, SENCO. Additional literacy support will be provided by the Literacy Support Assistant either in small group or one to one depending on the student's needs. Student progress will be tracked and monitored on an ongoing basis in line with the Whole School Assessment Model.

All Learning Opportunities are traffic lighted against students' CAT target level/ grade and this information is

shared with parents through termly progress updates and annual parent/ teacher meeting

On completion of PLP a meeting will take place between with the Newcomer student, their parents and Year Team Leader /Transition Co-ordinator /SENCO. During this meeting the PLP will be shared with parents and they will have the opportunity to discuss any issues or concerns. An interpreter may be present if required. In addition, students will be provided with a welcome pack, including bilingual dictionaries.

Classroom Experience

A stimulating classroom environment is created throughout the school whereby each room has; a clear subject identity, key vocabulary is displayed and forms a key component in the learning and teaching of the students; presentational displays and aids are used to learning.

Students will experience high quality learning experience:

- Teachers plan and deliver using the Outstanding Lesson Framework, ensuring effective long term planning continuity and progression, and short/medium term planning outcomes allowing for differentiation and evaluation;
- Students' ideas and interests are used to build and develop their learning experience;
- Students' independence, creativity and risk management are developed
- Teaching and Learning Strategies are used to motivate, engage, and work independently and collaboratively;
- Students develop the cross curricular skills of Numeracy, Literacy and ICT, as well as Thinking Skills and Personal Capabilities.

Students will be allocated a “buddy” to assist them in their integration into all aspects of school life with a particular emphasis on partaking in the rich variety of extra-curricular clubs and societies currently offered.

Cultural Awareness

Students are encouraged to celebrate their culture and language and are given opportunities to discuss their culture with other students in school, encouraging cultural awareness and the promotion of citizenship.

Additional Support

St Louise’s works in partnership with the Inclusion and Diversity Service to support Newcomers:

- Initial parent/teacher meetings to follow-up advice on pastoral needs,
- Interpreting Services for Parents’ Evening
- Translating Services for key policy documents