

ST. BENEDICT'S COLLEGE



NEWCOMER PUPILS' POLICY

INTRODUCTION

This policy is concerned with pupils who do not have English as a first language in St. Benedict's College i.e. pupils who have a home language other than English and who are in the process of learning to use English as an additional language through immersion in the Northern Ireland Curriculum.

Throughout this policy these pupils are referred to as Newcomer pupils.

CONTEXT

- (a) Newcomer pupils in St. Benedict's College come from a range of ethnic, economic and linguistic backgrounds.

Some Newcomer pupils arrive at school having had a certain amount of exposure to the English language. Others are newcomers to the language.

- (b) All Newcomer pupils have developed literacy skills in their home language by the age of 11.
- (c) There are six languages spoken by children in our school:
English, Lithuanian, Portuguese, Polish, Slovakian and Hungarian.
- (d) 57 pupils are Newcomer pupils.

STATEMENT OF AIMS

Equality

To be proactive in removing barriers that stand in the way of our Newcomer pupils' learning and success.

Diversity

To meet our responsibilities to Newcomer pupils by ensuring their equal access to the Northern Ireland Curriculum and the achievement of their educational potential.

Belonging and Cohesion

To provide our Newcomer pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

OBJECTIVES

To assist Newcomer pupils to become fluent English speakers with competency in reading and writing as quickly as possible.

To support schools to ensure that all Newcomer pupils participate in, and gain access to mainstream and Northern Ireland Curriculum provision.

To develop schools' expertise to ensure that Newcomer pupils attain Northern Ireland Curriculum levels and public examination grades appropriate to their intellectual abilities.

To assess and monitor the progress of Newcomer pupils' acquisition of English; their general achievement and their attainment in public examinations.

KEY PRINCIPLES

Newcomer Pupils shall have:

- second language acquisition - English
- access to a third language - French or Irish
- first language maintenance - Peer group communication
- an inclusive curriculum - Our aim is to provide GCSE Examinations in Mother Tongue. We have put a person in position and are investigating possibilities.

TEACHING AND LEARNING

- access to language support classes
- liaison between language support teacher and class teacher
- help with translation of key words for examination purposes
- access to Jet/Set Examinations Foundation to Level 5
- access to the mainstream curriculum
- eventual access to GCSE examinations in the first language
- a teaching and learning policy to include the needs of Newcomer pupils
- annual reports to parents
- CASS Support/ IDS Co-ordinator to heighten staff awareness and help to provide strategies for classroom practice
- reference to Newcomer Pupils' learning in Schemes of Work.

PASTORAL ARRANGEMENTS

- Year 12 Mentor for the younger pupils
- Counselling Service
- Liaison with parents
- Translation Services
- Year 8 Induction Policy
- Generic School Policies in translation (Courtesy of the IDS Website)
- Cultural Celebration event
- Awarding of Examination Certificates at Annual Prize-giving across all year groups.

NEWCOMER PUPILS WITH SPECIAL EDUCATIONAL NEEDS

- annual school reading audit
- on-going diagnostic testing
- access to educational psychology
- access to interpreters
- inclusion in Reading Buddies Programme
- language support classes
- access to Jet/Set examinations at Foundation and Levels One and Two.
- Visual timetable
- Welcome books (school induction books)
- Key words for start of lesson

MONITORING AND EVALUATION

- records kept by Language Support Teacher
- liaison (written and verbal) between Language Support Teacher and class teacher
- teachers on Induction/ EPD who might choose to work in the area of quality teaching and learning for Newcomer pupils
- departmental Schemes of Work/ Units of Work
- annual reports to parents
- teacher/ pupil consultations
- samples of work
- access to examination data for analysis
- distribution of certificates for the Jet/Set examinations at our prizegiving evening.

ROLES AND RESPONSIBILITIES

The Assistant-Principal has overall responsibility for this policy and its delivery.

The Assistant -Principal will liaise with the Language Support Teacher/ will draw up a working timetable.

The Language Support Teacher will teach linguistic skills on a withdrawal basis; will keep records of the children's ability and will decide upon exam entry levels in consultation with the Assistant -Principal.

The Assistant -Principal will meet with the IDS Co-ordinator on a monthly basis to co-ordinate delivery of the policy.

The IDS Co-ordinator will be given an opportunity to meet with each Newcomer Pupil on a yearly basis.

The IDS Co-ordinator will advise on training for the teaching staff.

RESOURCES

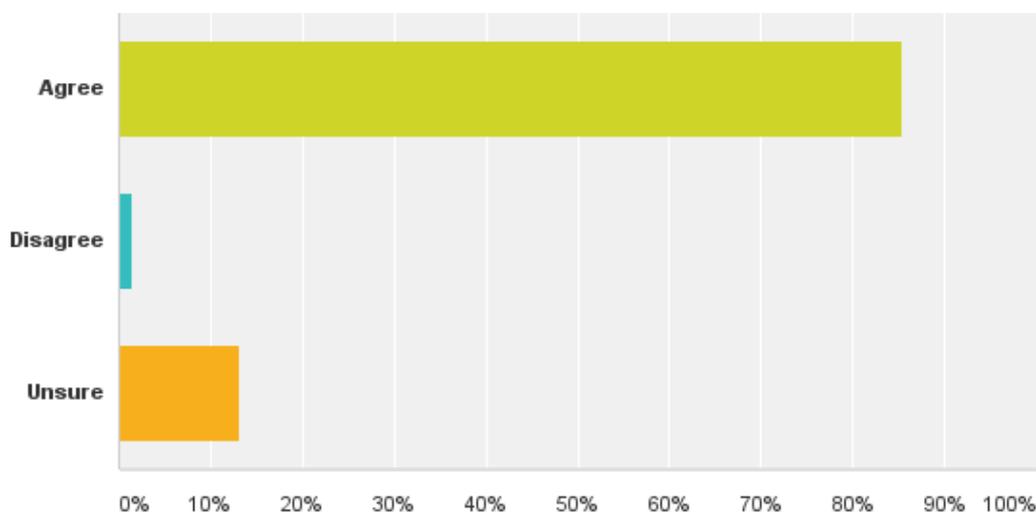
- The Induction Process/ The Toolkit for Diversity in the Post Primary School
- Language Support Teacher has a mobile from which to operate
- Resources are made available to the Language Support Teacher through Funding for Newcomer Pupils to support Newcomer Pupils in accessing the curriculum
- Resources are made available to celebrate Cultural Awareness
- Parents
- Inclusion and Diversity Service/ Website.

STAFF DEVELOPMENT

- Staff Awareness Sessions under the guidance of the Inclusion and Diversity Service.
- Guidance from Curriculum Assistant-Principal with regard to Three Year Development Plan/ Departmental Action Plan/ Schemes of Work in relation to Newcomer Pupils.
- It is the responsibility of the Assistant-Principal to keep staff au fait with recent developments in Newcomer Pupils' Education.
- Assistant-Principal will provide access for staff to attend relevant courses run by the Inclusion and Diversity Service.
- Assistant-Principal will provide resources and access to relevant training for Language Support Teacher.

This Policy will be reviewed annually by the Assistant-Principal in consultation with the Senior Leadership Team and the Board of Governors.

Q12: The College is welcoming to pupils of different cultural backgrounds?



87% Parents surveyed agreed with the statement above 12% of people unsure. Survey March 2016