

Parish Primary School Welcome Policy 2025



Introduction

At Parish Church of England Primary School, our aim is to ensure that all children belong so that they feel safe, accepted and valued. Thus, living out our Christian Vision of “Learning and Growing Together in Faith, Hope and Love”.

Belonging is human need to feel psychologically safe and at home which will enable our children to thrive. This will support children to learn effectively and become successful members of our community and wider society. For pupils who are new to Parish, who may join mid-year or after September in Reception, we will ensure they are welcomed to our school and through our processes ensure there is a smooth, settled start to this stage of their educational journey.

Some pupils will be new to the country and may be learning English as an Additional Language which is also known as EAL. When this is the case, we will set out clear support that will be in place from joining the school and will also include recognising and valuing their home language and culture. As a school, we celebrate bilingualism and multilingualism and value this asset as a tool to optimise learning and that EAL pupils enrich our school community.

Our welcome policy and provision are led by our Inclusion Leader (Hannah Moore) where she is supported by the wider Inclusion Team.

Aims

The aim of this policy is to ensure that we meet all the needs of all children including those who are:

- New to Parish
- New to the country
- Learning English as an additional language.

In Parish, we value each child as a unique individual. We will strive to meet the needs of all our children and ensure that we meet all statutory requirements related to inclusion. We provide learning opportunities that enable all pupils to make good progress, both academically and socially.

Inclusive approach for all families

We are an inclusive school and take steps to support all our families to engage with and receive support when needed. These steps include;

- Approachable staff on all entrances and exits to school to welcome and say goodbye to families and ensure there is a point of contact if there are any concerns.
- Photos/Videos on the school website to signpost new families to daily routines and what to expect as you arrive at school in the morning.
- Communication email to ensure communication to school is easy and any communication can be picked up and responded to by the right person.
- SENDCo email to ensure parents/carers with children with additional needs or concerns can contact the Inclusion Team.
- Our Inclusion Leader (and wider inclusion team) who can support families that are new to country or EAL with any concerns.
- Curriculum that is focused on developing the whole child whilst also ensuring all children develop and consequently master foundational skills.
- First-hand experiences build into the curriculum to ensure hands on learning can take place.

Trauma Informed Approach

Our school staff have received Trauma Informed training and use these skills to support all children to feel safe and build positive relationships. As part of our Relationships Policy, we ensure children have access to:

- A physical environment that is welcoming and enables children to feel safe.
- Nurturing spaces around school to allow children to be calm if they need them.
- Regulation Stations and calm corners used throughout school.
- Lunch Club offering children a quieter lunch provision if they are overwhelmed on the main playground.
- Sensory breaks throughout the school day as a whole class, as a separate intervention or if needed by individuals in breakout spaces around the school building.
- Lessons on regulation which supports children to identify their emotions and how to manage them as well as separate interventions where needed.

Further information can be found in our Relationships Policy.

New to Parish:

If a child joins Parish after the beginning of reception we will ensure they receive a warm welcome and follow specific steps to guide children and their families through the joining process.

Day 1

- After initial contact is made with the school families will be offered a school tour. This will be with school staff or pupils where appropriate.
- Following the school tour there will be short meeting with a member of the leadership/pastoral team to get to know you and your child a little better.
- There will be an application to complete that can be done in the school reception if families prefer so that school can support where needed.
- Information will be shared about attendance, uniform and equipment needed including PE days (and swimming sessions if applicable).
- Children are given a welcome pack, including a Parish book bag, with a small welcome gift.

Day 2

- Children will then be invited to start school on the following day this is to ensure school have the following in place
 - Exercise books for all subjects with name label on
 - Peg allocated and labelled
 - Assigned a buddy in their class to help them feel welcomed, settle in more easily and support them in navigating their new environment with support from a friendly peer.

Within the first week

- Children will take a series of short assessments to ensure that we know what level they are working at and can support them accordingly. This will include:
 - A RWI phonics assessment test/Benchmarking Assessment to assess their reading ability and assign an appropriate reading book
 - Short maths test to assess mathematical ability (linked to the anticipated age of learning).
 - If a child is identified as EAL and this could be a potential barrier to their learning, an assessment on Flash Academy would be arranged.
- Children will add to our whole school 'Welcome' display (with a hand to create the Parish Rainbow). This is to signify that every child is part of our school and that their added piece matters along with everyone else's.
- The Inclusion Leader (or a relevant member of the inclusion team) will do a 'check in' with the child to see how they are settling in and see if any further support is needed.
- The Inclusion Leader (or a relevant member of the inclusion team) will also 'check in' with the family to offer any additional support if needed.

New to the country when joining Parish:

We recognise that some families who join Parish may also be new to this country or may have only been here a short while. If a child joins Parish after the beginning of reception we will ensure they receive a warm welcome and follow specific steps to guide children and their families through the joining process.

Day 1

- After initial contact is made with the school, families will be offered a school tour and, if appropriate, translation tools will be used to support us with this. This will be with school staff and where possible children who may already be in our setting from the home country.
- Following the school tour, there will be short meeting with a member of the leadership/pastoral team to get to know you and your child a little better.
- There will be an application to complete that school staff will support you with the make sure we get the right information and families are supported to overcome any questions which may become a barrier. Use of translation facilities if needed.
- Information will be shared about attendance, uniform and equipment needed including PE days (and swimming sessions if applicable).
- Children are given a welcome pack, including a Parish book bag, with a small welcome gift.

Day 2

- Children will then be invited to start school on the following day this is to ensure school have the following in place
 - Workbooks for all subjects with name label on.
 - Peg allocated and labelled.
 - Assigned a buddy in their class to help them feel welcomed, settle in more easily and support them in navigating their new environment with support from a friendly peer.
- Children will be met by a member of the pastoral team to complete an initial assessment on a tool we use called 'Flash Academy'. This will help us to then plan support that is needed and help with English language acquisition.

Within the first week

- If appropriate children will also take a series of short assessments to ensure that we know what level they are working at and can support them accordingly. This could include:
 - A RWI phonics assessment test/Benchmarking Assessment to assess their reading ability and assign an appropriate reading book
 - Short maths test to assess mathematical ability (linked to the anticipated age of learning).
- Children will add to our whole school 'Welcome' display (with a hand to create the Parish Rainbow). This is to signify that every child is part of our school and that their added piece matters along with everyone else's. Their home country flag may also be added to our 'Parish Map' if necessary.
- The Inclusion Leader (or a relevant member of the inclusion team) will do a 'check in' with the child to see how they are settling in and see if any further support is needed.
- The Inclusion Leader (or a relevant member of the inclusion team) will also 'check in' with the family to offer any additional support if needed.

English as an Additional Language

Any children who have EAL are assessed using the Flash Academy programme in line with the Bell Foundation language proficiency criteria. This assessment will then identify where children are working and how we can best support them.

The proficiency criteria are broken into the following 5 stages;

- Working within band A – New to English
These children will be new to English and will be learning the basics of language including classroom language and using basic, simple, isolated phrases.
- Working within band B – Early Acquisition
These children are at the early acquisition stage and are developing autonomy in processing speech, are responding verbally and beginning to make sense of written English.
- Working within band C – Developing Competence
These children are developing independence in the use of basic listening and emerging competence in communicating and expressing with spoken English, they will also be beginning to develop their knowledge of vocabulary.
- Working within band D – Competent
These children are applying listening skills over a range of contexts and functions and can communicate through more varied, complex speech in a wider range of contexts. Children will be accessing the curriculum independently and will be writing with greater accuracy.
- Working within band E – Fluent
These children will be writing accurately and independently in a variety of genres as well as showing confidence in fluent, creative use of spoken English. They will show an ability to understand and respond to spoken communication with little or no hindrance.

Where additional support may be needed, children are enrolled onto the Flash Academy programme which provides a tailored support for children in order for them to fully access our Rainbow Curriculum as soon as possible. The programme focuses on understanding new vocabulary and implementing reading and writing strategies to develop children's confidence and fluency with the English language. This does not mean that the children are on the Special Needs Register. Children receive additional EAL support within the classroom and it is tailored to their level of need and language ability.

If appropriate, the St Helens Local Authority EAL service may also be contacted for additional support.

Key Principles of additional language acquisition

To support children with their language acquisition we will also ensure the following steps are taken:

- Language is central to our identity. Therefore, the home languages of all children and staff will be recognised, valued and celebrated. All staff recognise that providing opportunities for pupils to talk with staff and peers during lessons is particularly important.
- All children will be entitled to the full National Curriculum programme of study and all teachers understand their responsibility for teaching English as well as other subject content.
- Children will be exposed to a language rich environment to ensure that children are immersed in English, however meanings and understanding will not be assumed and will be made explicit in all areas of the curriculum and school life. Teachers develop and extend pupils' language carefully and deliberately, with repetition.
- To ensure language develops we will always link this to purposeful contexts across the curriculum. We ensure that pupils learn to read using systematic synthetic phonics as soon as possible, so that they have access to a wide range of literature that will accelerate their understanding of English
- When giving children tasks teachers will be aware of the language demands of learning tasks and these will be clearly identified and included in planning.
- All staff understand the importance of being role models and modelling correct uses of language.
- There will be an awareness of the knowledge and skills developed in learning the first language and how this can aid the acquisition of additional languages – encouraging children to be a language detective.
- A clear identification process is used to support children with EAL and their specific learning needs. Any additional needs beyond EAL will be identified and supported through appropriate SEND provision.

Parents/Carers

We welcome and encourage the contribution our parents make to their children's education.

Our staff strive to encourage parental and community involvement by:

- Providing key information translated into the main community languages.
- Using translators and interpreters where appropriate/available and to ensure good spoken and written communication.
- Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- Celebrating and acknowledging the achievements of EAL pupils in the wider community emphasising that all languages are valued.
- Helping parents understand how they can support their children at home with their language development.

Teaching and Learning

At Parish all staff use, adapt and evolve various strategies to help all children including those who are learning English as an additional language. This (alongside our wider Teaching and Learning Toolkit) aims to develop their spoken and written English by:

- Modelling high quality standard spoken English.
- Pre-teaching of new vocabulary where necessary through the use of knowledge organisers and small group interventions. Flash academy also supports EAL learners through the use of pre-teaching.
- Ensuring that vocabulary work covers the technical as well as the everyday meanings.
- Over learning of vocabulary.
- Covering not just key words, but metaphors and idioms.
- Explaining how spoken and written English have different usages for different purposes.
- Providing children with a range of reading materials, to exemplify the different ways in which English is used including the use of symbols to dual code meaning.
- Giving children appropriate opportunities for talking and using talking to support writing.
- Encouraging children to use their home language to support their learning in English.
- Ensuring there are small selection of reading materials available in home languages to support children to feel they belong and can access their own language.
- Providing weekly lessons in French for children in Nursery to Y6.

The Early Years Foundation Stage

The Foundation Stage helps children learning an additional language by:

- Building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English.
- Providing a range of opportunities to engage in English speaking and listening activities with peers and with adults.
- Providing support to extend vocabulary.
- Providing a variety of writing opportunities.
- EYFS assess their EAL children according to the Early Learning Goals and develop and enhance language through continuous provision, interventions and focus group time.

Assessment for Learning

- Those children on the Flash Academy programme are assessed termly against the Bell Foundation criteria.
- The statutory assessment arrangement of the National Curriculum allows us to make special arrangements for children who are learning English as an additional language.
- We follow the statutory assessment and reporting arrangements for the National Curriculum test at the end of KS1 and KS2 for our EAL children.

Including all pupils

- Most EAL pupils needing additional support are not necessarily SEND; their barrier to learning is language and once this is overcome, progress is in line with peers of similar ability.
- Should SEND be identified, EAL pupils have equal access to school's SEND provision.
- If EAL pupils are identified as More Able, they have equal access to school's provision.

CPD and Staff development

- Staff speaking additional languages to English are valued for their contribution to the whole school community and this will be audited annually.
- EAL leads attend LDST trust level CPD for Global Welcome
- EAL leads are part of the Liverpool Global Network, working in collaboration and sharing best practice to support our EAL families.
- All staff receive regular CPD input from recognised experts in EAL education (using the Bell Foundation)

Policy reviewed and approved on date:

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