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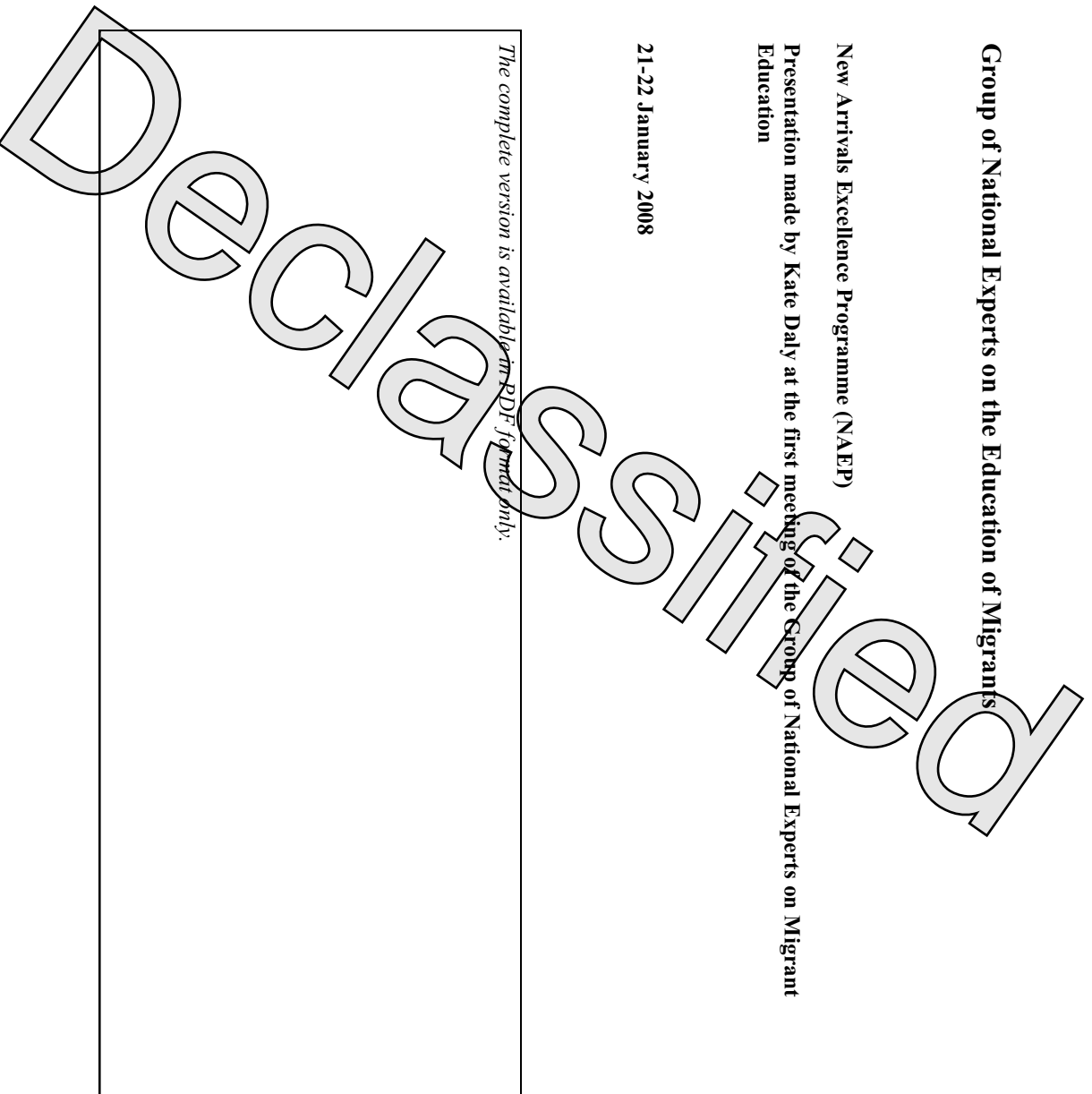
Group of National Experts on the Education of Migrants

New Arrivals Excellence Programme (NAEP)

Presentation made by Kate Daly at the first meeting of the Group of National Experts on Migrant Education

21-22 January 2008

The complete version is available in PDF format only.



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New Arrivals Excellence Programme (NAEP)

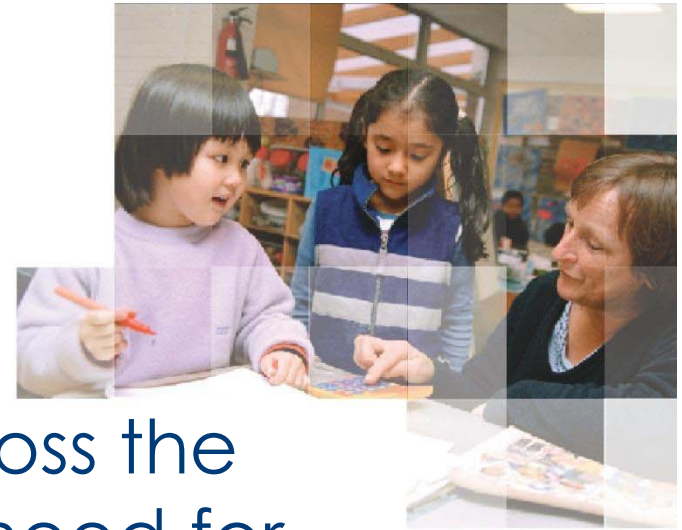


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Why new arrivals?

Changing demographics across the country have resulted in the need for schools to consider how they are going to meet the needs of new arrivals many of whom are at an early stage of English language development.



Aim of NAEP

To improve the induction and integration and thus attainment and progression of newly arrived pupils



Key principles

- Every child has an entitlement to fulfil their potential through access to the National Curriculum
- Children learn best when they feel secure and valued
- All schools have a responsibility to promote race equality
- Provision should be based on meaningful assessment of their prior knowledge and experience as well as language proficiency
- Support need to be made available for parents of new arrivals to familiarise themselves with the new education system



Who are the new arrivals?

- International migrants – including refugees, asylum seekers and economic migrants from overseas
- Internal migrants – including pupils joining schools as a result of moving home within the UK
- Institutional movers - pupils who change schools without moving home
- Individual movers - pupils who move without their family – for example looked after pupils



Change in EAL school population 2004-7

- Increase in EAL learners from 377,700 (11%) in 2004 to 447,650 (13.5%) in 2007 in maintained primary schools and from 300,800 to 342,100 in maintained secondary schools.
- Number of pupils from Any Other White Background risen from 74,500 (2004) to 101,050 (2007) in primary schools and 65,100 in 2004 to 82,250 in 2007 in secondary schools.



New arrivals may:

- have had full schooling in another country
- have had no previous schooling
- be literate in one or more languages
- be highly motivated
- be gifted and talented
- have learning difficulties
- be used to a different educational system



New arrivals may:

- have a fractured educational history
- have attended one or more schools before the present one
- come from a range of cultural, religious, national and linguistic backgrounds
- be living with parents/carers who are experiencing emotional difficulties or withdrawal
- be experiencing cultural disorientation as well as feelings of loss, grief and isolation



Factors which need to be addressed are:

- Learning English as an additional Language
- Difficulties in managing the transition to a new country
- Feelings of insecurity or trauma due to prior experiences
- Isolation and lack of friends



Factors which need to be addressed are:

- Separation from one or both parents, general changes in family situation
- Not seeing their culture, language, experiences reflected around the school/in the classroom
- Facing racism in or out of school



NAEP resources

- New Arrivals Excellence Programme: DVD and case studies - a resource to support the development of induction procedures for new arrivals.



NAEP Guidance



This document for primary and secondary schools aims to support schools in developing their provision for newly arrived pupils; whole school planning, welcoming, initial assessments and teaching and learning strategies.



NAEP website



- www.standards.dcsf.gov.uk/primary/publications/inclusion/newarrivals
- The website offers guidance, provides answers to frequently asked questions and provides links to other useful websites. These websites provide additional resources to support the newly arrived pupils.



Further resources are being developed



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- NAEP management guidance
- NAEP Professional Development Modules
- NAEP e-learning module for teachers with less experience of working with new arrivals



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