

**Annex B**

**Schedule of Focus Groups for Engagement with Newcomer Pupils / Families**

<b>Focus Group</b>	<b>Date</b>	<b>Target Audience</b>
City of Armagh High School	27 September 2018	Parents & Young People
Homeplus NI	3 October 2018	Parents
Horn of Africa People's Aid NI	6 October 2018	Parents & Young People
	13 October 2018	
	20 October 2018	
Barnardo's NI	8 October 2018	Parents
Holy Rosary Primary School	12 October 2018	Parents
Fane Street Primary School	15 October 2018	Parents
Hazelwood Integrated College	16 October 2018	Parents & Young People
Glengormley Integrated Primary School	16 October 2018	Parents & Young People
Migrant Centre NI	27 October 2018	Parents
Conway Mill	8 November 2018	Parents & Young People
Oasis Youth Centre, Portadown	14 November 2018	Parents
Botanic Primary School	20 November 2018	Parents
Integrated College, Dungannon	22 November 2018	Young People
Vibe NI	25 November 2018	Parents & Young People
Chinese Welfare Association	26 November 2018	Parents
Oasis Youth Centre, Portadown	5 February 2019	Young People

## **Newcomer Policy Review: Summary of issues arising from the school focus groups and school visits**

**October 2018**

### **Introduction**

As part of the initial evidence gathering stage of the Newcomer Policy Review, focus groups for teachers were held in the following locations:

- Oxford Island – 23 May 2018
- Crowne Plaza, Belfast – 25 May 2018
- Ballymena Nursery School – 11 June 2018

In addition, seven school visits were carried out.

Additional Educational Needs Team (AENT) would like to thank everyone who participated in the focus groups and school visits.

### **How participants were identified**

A letter issued to schools on 16 April 2018 informing schools of the schools questionnaire and inviting responses. The letter also invited schools to register interest in attending a focus group, or inviting officials to visit their school to hear about their experiences with Newcomers. All those who expressed an interest in attending a focus group were offered a place, and the majority of those who expressed an interest in hosting a school visit were accommodated.

### **Format of the focus groups**

A short introduction to the Review was provided and then groups were asked to answer a number of questions. These questions were as follows:

- What is working well in my school?
- What are the areas where more support would be helpful?

- How do you learn / share best practice approaches?
- As educators, what support from IES has proved most helpful?
- Is there any other support you have used which proved particularly valuable?
- Are there any particular situations where you were unable to find the support you needed?
- What could we change to provide more effective support to schools?
- What could we change to ensure every Newcomer pupil can achieve their full potential?

Facilitators from AENT and the Review Reference Group took notes of the discussions and these notes have been summarised in this paper.

### **Format of the school visits**

Officials from AENT visited schools and listened to teachers' experiences of dealing with Newcomer pupils.

### **Key themes and observations**

#### Newcomer pupils

The views expressed as part of the focus groups and during the school visits were positive about Newcomer pupils, their motivation to succeed and the benefits they bring to school and to the wider community. It was clear from the views expressed that there is a great deal of excellent practice going on in schools, and that teachers are passionate about supporting Newcomer pupils and enabling them to reach their full potential. There were numerous examples of teachers and support staff making exceptional efforts to meet the needs of Newcomer pupils and to create a positive and welcoming learning environment. Teachers were individually very keen to accommodate the needs of Newcomer pupils within their classrooms and schools were making great efforts to coordinate these into consistent whole-school approaches which would allow Newcomer pupils to achieve and reach their full potential. Teachers noted that Newcomer pupils often had very high aspirations, a high

desire to learn and so, once language barriers could be addressed, they were frequently among the highest achievers within the school.

Schools noted that Newcomer pupils can arrive with an 'interrupted education' or with learning gaps in comparison to NI pupils of the same age. In addition, it was noted that, combined with cultural differences and attitudes towards education, many parents of Newcomer pupils believe that four years old is too young to start school. These factors can have a negative impact on overall attendance and exam results at the school. It was repeatedly noted that the financial support available as part of the Newcomer factor is essential to not only supporting Newcomer pupils but in enabling teachers to do so without compromising efforts to meet the learning needs of all pupils within the school.

### Funding

The Newcomer premium is essential to enable schools to effectively support Newcomer pupils. Schools with very low numbers of Newcomers reported that the premium was often insufficient to allow them to provide the dedicated in-class support for Newcomer pupils which they believed would have been most helpful. Some schools reported that they had been able to at least partially overcome this by pooling resources with other schools in the same area with similarly low numbers of Newcomer pupils. In terms of funding for nursery schools, these settings provide an opportunity to engage with families at an early stage and it was felt that resource targeted at Newcomer pupils, at this early stage, would reap rewards and could reduce or eliminate the need for later support within primary schools. Early intervention is key.

There was general consensus that schools needed to account for their expenditure on Newcomer pupils but in such a way that this reporting did not become an increased administrative burden. Guidance would be appreciated on best practice approaches to support intensive language acquisition by Newcomer pupils at differing key stages to ensure that the pupil premium is being spent effectively and in ways which targeted those most in need of additional support.

### English as an additional language (EAL)

Schools have a variety of approaches to dealing with Newcomer pupils including employing EAL teachers and bilingual / multilingual support staff and removing children from class for intensive EAL tuition.

Bilingual / multilingual staff within the school in many cases are a point of contact for parents of Newcomer pupils thereby increasing parental engagement and it was noted that recruiting more bilingual classroom assistants would be beneficial.

It was also noted that in some schools pupils were given use of iPads to facilitate quick and easy translation, while in other schools, teachers noted that pupils were reliant on using translation apps on their mobile phones.

Some teachers indicated that they would appreciate further best-practice guidance on the number of hours of EAL tuition that child at differing key stages should be receiving. There was a concern expressed that the long summer break was a missed opportunity to improve Newcomer pupils' English language, particularly in the case of VPRS pupils who may start towards the end of the academic year. It was suggested that centrally provided intensive English language tuition during the summer months could be a time and cost effective means of quickly building language skills and equipping Newcomer pupils to be ready to access the curriculum when the new academic year commenced.

There was a view that the initial CEFR (Common European Framework) assessment recommending three years to acquire language proficiency was inadequate and further training for teachers in the area of assessing language skills and capabilities would be welcome.

### Special Educational Needs (SEN)

It was noted that language issues can mask SEN in some cases and delays in seeing Educational Psychologists can create particular problems for Newcomer pupils. Teachers noted that they often can quickly get a sense that a child has an educational need over and above language related difficulties. Current referral systems require them to wait for a set amount of time before a child can be assessed and this will typically add a period of months before the child can start to make any educational progress.

Schools noted that these sorts of cases are very difficult for schools to deal with, particularly where there is little previous school experience or interrupted education. This can be exacerbated by low levels of parental engagement due to either parental language barriers or a lack of parental understanding of the NI education system. Schools would appreciate better focus on early identification and intervention in relation to pupil needs (including social & emotional need, academic and SEN) as well as intensive support for pupils with no English language or no previous education before integration within the wider school. It was noted that all Newcomer pupils would benefit from a nursery/playgroup placement to prepare them socially for school. Additional and dedicated Educational Psychologist time allocation specifically for Newcomer pupils would be welcomed, as well as integrated working between Health and Education.

#### Intercultural Education Service (IES)

Feedback mentioned positive working relationships with IES but there was also a feeling that schools were left to their own devices after the initial support from IES had been provided. This was perceived as a lack of ongoing or proactive IES support for schools after they had provided what was acknowledged to be excellent initial assistance.

While schools were positive about the support provided by IES, in some cases they had only a limited understanding of all of the services IES offers. It was felt that more regular communications from IES and more proactive contact with schools by IES officers would help raise awareness of its full range of services and keep this knowledge current as school staff changed. Schools noted that they had found CELTA (Certificate in English Language Teaching to Adults) training to be very useful for teachers and they believed it would be helpful if this training could be offered or facilitated by IES. In some cases, schools are currently sourcing their own training (in CELTA or on other Newcomer relevant issues) from private providers. Schools felt it would be useful if IES tracked 'Newcomer relevant' training courses and was able to quickly signpost schools to providers when specific training needs were identified.

It was noted that schools would welcome regular advice visits where IES could drop in and observe in different classroom settings and offer suggestions for improving teaching practice; as often in the absence of crisis, teachers are too busy teaching to

think about how they could enhance their practice and improve support for their Newcomer pupils.

It was suggested that it would be widely useful if IES could provide some general information for parents (translated or in an appropriate simplified format) on the NI education system, processes and normal timescales for registering pupils, key parental steps and timescales around the secondary school transfer process and an explanation of SEN and special school provision in NI.

It was also suggested that information for parents on NI cultural issues and expectations relating to education would be useful; as could short guides for teachers explaining key cultural differences and the normal educational processes within Newcomers' home countries.

#### Sharing best practice and networking opportunities

It was widely noted that schools and teachers working with Newcomer pupils often feel isolated and would greatly appreciate more opportunities for networking and sharing best practice with other teachers. Teachers who attended the focus groups noted the benefit of sharing experiences with colleagues and hearing about how others dealt with issues similar to those they were facing.

During school visits, teachers noted that help from other schools was invaluable. There were differences in how schools valued sharing best practice in terms of how willing Principals were to release teachers to attend events and to work with partner schools. Teachers would, however, clearly welcome more opportunities for networking and sharing best practice in relation to Newcomers.

Many teachers commented that one of the benefits of the focus groups was the opportunity to make contact with colleagues from different schools and to discuss issues. Where ALCs or other less formal school clusters existed, these were considered to be very helpful. Several schools also reported working very successfully with local community groups to increase opportunities for social integration for Newcomer pupils and their families.

### Use of interpreters

A common theme which emerged was the necessity of responding to serious incidents involving Newcomer pupils immediately. This often meant that booking interpreters was not an option. In these cases some schools felt they had no option but to use siblings or other pupils with a greater fluency in English as interpreters. It was recognised, however, that this is not always appropriate and carried risks around individual pupil's privacy and confidentiality.

A number of teachers raised the need for further consideration to be given to the issue of confidentiality and safeguarding when using interpreters (either as a purchased service or through more informal mechanisms) and it was felt that further guidance on this issue would be appreciated.

Schools also valued the IES telephony interpreting service which provided instant access. It was deemed crucial that this service was widely publicised, as in some cases, knowledge of and use of this service was very limited.

### Parental engagement

Parental engagement was identified as a significant barrier to Newcomer pupils achieving their potential. Schools reported varying levels of success in engaging with parents of Newcomer pupils. Some schools reported low levels of parental engagement and that this impacted on pupils' performance. Other schools had strengthened parental contact and boosted their levels of parental engagement by hosting English language classes for parents on school premises outside of the normal school day.

A number of schools had bilingual / multilingual support staff who acted as a focal point / contact point for parents of Newcomer pupils who, because of language barriers or other cultural considerations, were reluctant to engage with the school directly. Ideally, teachers would like Newcomer parents to be fully immersed in school life, although it was accepted that there could be significant challenges to this, including parental working patterns and childcare issues.



## Integration

Schools would appreciate further support in improving integration, particularly between different ethnic groups. The importance of full inclusion, not just within school but within the community, was emphasised. The role of bilingual / multilingual support staff was seen as a highly effective way of enhancing the integration of Newcomer pupils and their families.

Some schools offered 'befriending' or 'buddying' schemes which were crucial to the inclusiveness of the classroom and supporting feelings of well-being among the pupils. Young pupils were glad to talk of their friends at school who played an important welcoming role.

After school clubs were also considered crucial as a lifeline for parents who didn't speak English and could not access the curriculum.

There was a suggestion that a 'Newcomer Champion' should be appointed in the same way that there are children's advocates. Their role and focus would be much wider than education and would be to actively promote the idea of the Newcomer as people adding value and richness to wider society in NI. The champion should be a high profile individual with an interest in this area.

## Curriculum

Curriculum was noted as a major constraint in supporting Newcomer pupils. It was noted that at one point CCEA had promised to deliver more 'functional' maths and English syllabuses with less need for long / complex English sentences to explain concepts and set questions, however, it was noted that there is no real visibility of any delivery on this promise.

Schools routinely encourage Newcomers to take GCSEs and A-Levels in own home language but it was noted that they generally have to go to English exam boards for some exams. It would be useful to have translated guides to key terminology and concepts in the NI curriculum as a way of increasing the accessibility of subjects to Newcomer children.

### Vulnerable Persons Relocation Scheme (VPRS)

A number of schools noted that they had not been given adequate information and had to press for funding which they felt was not received in a timely manner. In relation to additional funding being received for the support of VPRS pupils, schools noted that they could not be seen to be treating VPRS pupils differently, even if the funding is only available to provide support to VPRS pupils.

## **Newcomer Policy Review: Engagement with Newcomer pupils and parents**

As part of the evidence gathering stage of the Newcomer Policy Review, focus groups for Newcomer pupils and / or parents were held in a number of locations

### **How participants were identified**

The Additional Educational Needs Team (AENT) communicated its intention to hold a series of focus groups with pupils and parents to the Newcomer Policy Review Reference Group, and also via networks such as the Refugee and Asylum Forum, and The Executive Office Racial Equality Sub Group, and asked for facilitators to volunteer to host a focus group or to suggest a suitable location. Facilitators who indicated that they would be willing to host a focus group were asked to complete a pro forma outlining potential dates and locations and focus groups were then arranged in a number of different locations (Appendix A).

### **Format of the focus groups**

A short introduction to the review was provided and then groups were asked to answer a number of questions. Interpreters were used when required. These questions were as follows:

#### **Parents**

- What was your experience of registering your child at school?
- Are you happy with how your child is progressing at school? What has gone well in terms of your child's education? Is there a way this could have been made even better?
- How does your child's school communicate with you and are you satisfied with the level of contact?
- Have you ever had any concerns about your child's education? Were you able to address these concerns and if so, how did you do that?
- Do you feel involved in your child's education?
- What further support do you think your child's school could offer?

## **Pupils**

- Introductions: personal questions: name, age, history, how long they have been living here?
- Do you speak English at home or your home language?
- How well can you speak/read/write/understand English? How long did this take?
- Does the school have bi-lingual classroom assistants to assist/help you?
- Do you have use of iPads/ translated texts in the library?
- Does the school provide an after school club to help with homework?
- Are there additional language classes available for Newcomer pupils?
- What do you like most about school?
- Did you find it easy to fit in/ make friends/or did you have difficulty fitting in?
- Does the school have a 'buddy or befriending' scheme to help new pupils settle in?
- What do you think the school could do to improve things for Newcomers pupils?
- Is there anything that you would like to see which could be done better?

Facilitators from AENT took notes of the discussions and maintained a log of the comments made during the focus groups.

**Practice in other UK and European jurisdictions**England

England introduced a new National Funding Formula for schools in April 2018, which takes account of pupil mobility and pupils for whom English is an Additional Language (EAL). The Department's overall position remains that schools are best placed to determine what provision to put in place to support newly-arrived pupils, and have flexibility over how they use their allocated funding to ensure that all pupils – including those who are new to the English education system and who may have specific support needs – make good academic progress and fulfil their potential at school. In England funding is limited to three years only.

In 2018 the Department for Education removed the requirement for schools to record and share details about the English language proficiency of their EAL pupils. This requirement had been added to the school census in 2017 in order to help the Department identify patterns in levels of English language proficiency amongst EAL pupils across the country and understand the impact of migration on the school system. By spring 2018 sufficient data had been collected for research purposes so it was no longer necessary for schools to continue providing this information.

Wales

All local authorities in Wales have an Ethnic Minority Achievement Service (EMAS). Services vary in size and approach according to the demographic of the populations they support. EMAS provide support to children from ethnic minority backgrounds including those who are New to English or Welsh Based Education Systems (NEWBES), to acquire the necessary language skills to enable them to access the curriculum. Services also provide training to teachers and can be a link with parents and communities. One model of EMAS support is the Gwent Education Minority-ethnic Service which provides support to five local authorities on a Regional basis. Others work within their own local authority and Cardiff had devolved the majority of its education support, bi-lingual teachers and teaching assistants to schools with

significant cohorts of ethnic minority learners. Welsh Government funding is provided to local authorities to support these services.

### Scotland

Learning support for pupils who speak English as an Additional Language (EAL), sits under the ASL framework which keeps under review the additional support needs of pupils according to their individual needs. EAL has been specifically identified as a potential additional support need. The Scottish Government does not allocate funding for EAL but provides funding for EAL/additional support in schools, by means of a block grant. The needs based formula for local government funding is kept under constant review. It is the responsibility of local authorities to allocate resources on the basis of local needs and priorities. Most local authorities have a dedicated EAL support service which provides teacher support to schools in developing strategies on supporting groups of EAL learners in class, and providing resources, advice and support. Some local authorities deploy an itinerant EAL teacher who has a base in a school. It is for the local authority and/or school to decide how to provide support in the classroom for EAL learners (as well as how needs are identified and reviewed). Some local authorities, such as Glasgow, have a dedicated EAL support service in the local authority who will provide teacher support to schools. In other cases, EAL support responsibilities will sit within the Inclusion/ASL Team in the local authority. This is in comparison to the outreach service model that happens in more rural local authorities, such as Aberdeenshire, where there is a dedicated EAL service, covering a large geographical area. In this scenario, EAL teachers find themselves travelling long distances to provide EAL support to pockets of children/young people at any one time.

To build the capacity of school staff, the EAL service will support class teachers in developing strategies on supporting groups of EAL learners in class, and providing resources, advice and support. The service will also help schools develop a positive, inclusive school ethos.

## Ireland

The Migrant Strategy provides a framework for a range of actions to support migrants to participate fully in Irish life and to identify and address barriers to integration (2017). Key actions include monitoring of current school enrolment policies to assess their impact on the enrolment of migrant students. The numbers of non-English speaking migrant children in schools will be monitored annually and details published; The adequacy of language supports in schools to cater for the language needs of children from ethnic minorities will be kept under review; The provision of ESOL classes to cater for the language needs of adults from ethnic minorities will be reviewed following the development of ESOL Policy Guidelines.

All immigrant children can access pre-school, first and second level education in a manner similar to Irish nationals. Ireland is currently prioritising proficiency in the host language. At both primary and post-primary levels, additional language support is provided for students who do not speak English their first language.

Assessment is based on the use of the Common European Framework of Reference for Languages. It is also worth noting that all EU languages are available as Leaving Certificate subjects, as are Russian, Arabic and Japanese.

## European Perspectives

Approaches to educating Newcomer pupils vary widely across Europe. Fortunately this is an area which has seen a significant level of transnational research and we have considered several major studies from both the OECD<sup>1 2</sup> and EU<sup>3 4 5 6</sup> in preparing this public consultation paper.

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<sup>1</sup> Reviews of Migrant Education – Closing the Gap for Immigrant Students: Policies, Practice and Performance; OECD 2010.

<sup>2</sup> Helping immigrant students to succeed at school – and beyond; OECD, 2015

<sup>3</sup> Integrating students from migrant backgrounds into schools in Europe – National policies and measure; Eurydice 2019

<sup>4</sup> Language teaching and learning in multilingual classrooms, DG Education and Culture, 2015

<sup>5</sup> Migrants in European schools: Learning and maintaining languages, Thematic Report, DG Education, Youth Sport and Culture 2017

<sup>6</sup> Rethinking language education and linguistic diversity in schools, Thematic Report, DG Education, Youth, Sport and Culture, 2017

These reports all highlight similar challenges to those identified here in NI, with initial language barriers creating barriers to learning for the pupils themselves, resourcing challenges for schools wishing to provide extra assistance for their Newcomer pupils and teaching staff who feel they lack the core skills and pedagogy to support these children as effectively as possible across the full range of curriculum areas.

The research does, however, consistently point to several approaches as being of core importance to the successful integration of migrant pupils into a new education system, and in promoting learning and attainment levels among this group of young people:

- An inclusive approach with new arrivals immediately integrated into mainstream classes will deliver the best long-term learning outcomes for most children;
- The older the age of a migrant pupil on arrival, the greater the degree of challenge they will face in acquiring those language skills needed to perform well within the country's examination / qualification systems. Several countries provide additional support for language acquisition within pre-school settings to minimise the impact of any language barriers by the time a child commences their primary education;
- Teachers need to be better trained in the pedagogy of teaching in a mixed language classroom if they are to effectively engage and support all their pupils;
- Part-time withdrawal from mainstream classes to receive additional support from specialist language teachers can be a highly effective means of boosting early language acquisition by Newcomer / migrant. Several countries or regions have chosen to establish specialised peripatetic language services to assist schools in this task;
- Dedicated full-time language acquisition units within schools, before a pupil is determined to have the language skills to enter into a mainstream class, can be of some value, particularly for pupils arriving late in their post-primary education period. In general, however, these units have been found to foster a sense of isolation rather than belonging within the school; and they fail to deliver the wider social and integration benefits of a more inclusive approach;



- Use of a Newcomer pupil's mother tongue should be encouraged as the rate of new language acquisition has been found to be consistently faster when the mother tongue is also used within the learning environment;
- All curriculum subjects can provide opportunities for new language acquisition and in facilitating for this approach, schools can help Newcomer pupils to display their competence;
- It is important that teachers have the language independent assessment tools and skillsets to accurately assess each pupil's initial competence, and to monitor their ongoing progress;
- Allowing immediate language barriers to influence the school's expectations for a Newcomer pupil, and in particular to influence any decisions on ability based class streaming for that pupil, is inherently flawed; and is likely to create additional barriers to that pupil attaining their full potential;
- Language barriers should not be construed as a "Special Educational Need" (SEN). Nor should schools fail to give consideration to the possibility that slow academic progress by a Newcomer pupil may point to an underlying SEN rather than exclusively being a language related difficulty;
- Accurate assessment and understanding of each Newcomer pupil's abilities is maximising their individual attainment. Several countries require each migrant child to have a Personalised Education Plan, reviewed annually, which sets out the extra support the school will be providing for the young person, and the agreed learning goals they will jointly aim to achieve within that year; and
- Research has also identified the additional challenge which homework presents for migrant pupils and has identified that the availability of homework clubs and/or the use of less language dependent homework formats as effective ways of enhancing learning outcomes, and increasing self-confidence, among migrant pupils.

We believe the proposals for change set out previously in this paper will help to address many of these same concerns and recommendations.

## Information about the Education Authority's Intercultural Education Service (IES)

### Intercultural Education Service (IES) <sup>7</sup>

The Intercultural Education Service helps schools to meet the additional educational needs of pupils from our target communities: Traveller; Newcomer; Asylum-Seekers; Refugees and Roma.

We are now part of the Children & Young People's Services directorate and we work closely with our colleagues within the Education Directorate, within Health Services, Youth Services and District Councils. We provide advice, guidance and focused support to schools, families and other educational support services to help meet our Education Authority main aims:

"To give our children and young people the best start in life and to provide a high quality education for every child"

As an intercultural support service we have a number of related objectives to help us to meet that aim:

- To meet the learning needs of our children and young people with additional needs;
- To provide excellent educational supports for our schools and target communities;
- To provide a consistent service to schools and families in need of support across Northern Ireland;
- To facilitate equality of access and equality from pre-school to post-primary education;
- To build the capacity of schools to meet the intercultural development needs of children and young people;
- To promote whole school approaches to service development;
- To promote full inclusion and integration across all areas of education and youth services;

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<sup>7</sup> <https://www.eani.org.uk/ies>

- To support and encourage family learning, out of school hours learning and life-long learning.

## Newcomers <sup>8</sup>

A Newcomer pupil is a pupil whose home language is not English or Irish and who may require support in school for this reason. We provide advice and support for staff in schools who are working with Newcomer pupils.

We offer six types of support:

1. **Help-desk** for immediate answers to questions: It will be available from Monday to Friday. Phone: 02894482210.
2. **Emergency support** for schools who are working with Newcomer pupils for the first time or who require immediate support due to an urgent issue. Phone 02894482210.
3. **On-going school based support** for schools wishing to access more in-depth support and training for staff on intercultural awareness, assessment and planning and curriculum access.
4. **Interpreting service** to help teachers communicate with Newcomer families. See the link below.
5. **On-line courses for teachers** developed by IES to support teachers and other staff in mainstream classrooms. They are available through Queen's University, School of Social Sciences, Education and Social Work, Open Learning Programme. See the link below.
6. **Translated documents and other resources** for schools to support intercultural awareness, welcome and communication with home, assessment and planning and curriculum access.

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<sup>8</sup> <https://www.eani.org.uk/school-management/intercultural-education-service-ies/Newcomers>

## Annex G

<b>Years designated as Newcomer</b>	<b>No of current Newcomers – primary and post primary only</b>	<b>% of total primary and post-primary Newcomers</b>
0	3,387	22.2
1	3,010	19.7
2	2,504	16.4
3	1,965	12.9
4	1,620	10.6
5	1,171	7.7
6	941	6.2
7	365	2.4
8	179	1.2
9	81	0.5
Over 10 years	67	0.4
<b>Total</b>	<b>15,290</b>	-
Up to 3 years	10,866	71%
4-6 years	3,732	24%
Over 7 years	692	5%

Source: NI school census

**Notes:**

Data is based on pupils enrolled on Census day i.e. The Friday of the first full week in October (In 2018/19 this was the 5 October 2018)

Figures for primary includes nursery, reception and Year 1 - 7 classes.

## Newcomer Policy Review Reference Group – Representation

Sector	Organisation
Schools	Botanic Primary School, Belfast
	Glengormley Integrated Primary School, Belfast
	City of Armagh High School
	Hazelwood Integrated College, Belfast
Community & Voluntary Organisations	NI Strategic Migration Partnership
	Barnardo's NI
	Migrant Centre NI
	Oasis Youth Centre, Portadown
Non-Departmental Public Bodies	Council for the Curriculum, Examinations and Assessment
	Equality Commission for NI
	NI Commissioner for Children & Young People
Local Councils	Belfast City Council

**Newcomer Policy Review Steering Group - Representation**

- Director of Inclusion & Wellbeing, Department of Education
- Additional Educational Needs Team, Department of Education
- Analytical Services Unit (Statistician), Department of Education
- Analytical Services Unit (Economist), Department of Education
- Financial Monitoring Team, Department of Education
- Curriculum & Assessment Team, Department of Education
- Education & Training Inspectorate
- Department for the Economy
- Intercultural Education Service, Education Authority
- Chair of the Newcomer Policy Review Reference Group