

## Policy for Induction of children admitted mid phase

### RATIONALE

A warm, well organised and appropriate welcome to a new school is essential for all children. Children are entitled to access to the whole curriculum, and to become integrated learners within the school.

We also acknowledge that children who arrive during the school term may have experienced difficulties. For example, they may be temporarily accommodated, may be unable to speak English, or may be refugees or asylum seekers. We therefore need to ensure good practice across the school that supports the induction of all children into school life and forges good links with parents.

### AIMS

- To provide a warm welcome for all children and their parents and carers and to reassure them that our school is a safe and caring place
- To gather relevant information on the child's background and educational experiences
- To develop strategies to encourage new pupils to make new friends
- To encourage pupils to make a significant contribution in the welcoming of new classmates
- To enable the child to participate in the curriculum at an appropriate level

### APPLICATION/ADMISSION

Parents apply for a school place via The Children and Learning Department, Admissions team, Town Hall, George Street, Luton, LU1 2BQ.

New children and their families/guardians visit the school and a key adult (Head Teacher) completes an admissions form with them detailing as much information as is possible and appropriate at this stage.

The information requested includes past school experience, any breaks in education and reasons for them, family and religious background, any medical or educational problems, dietary needs, and other present or past situations that might affect the child's learning and social development. Also included is information about languages spoken and ethnic origin. If necessary an interpreter will be involved. All relevant members of the teaching and support staff will be given information about the newly arrived child.

Parents/guardians will be given the school's prospectus and access to websites which give information about the school. If necessary, some of this can be translated.

The Head Teacher will show families around the school and introduce them to the Family Workers. During this visit they will meet the class teacher and classmates and be given the necessary paperwork. The child will start school on an agreed day to allow school to be prepared and the family to purchase the uniform.

The SEND administrator will contact the previous school to find out if there are any safeguarding or SEND needs. On the first day in school the Family Worker will liaise with the class teacher and parents as needed. The Family Worker will shadow the child in class, in the playground, at lunch and monitor the child through their routines for the first few days. They will liaise with the class teacher and parents if required.

In the first few days a mother tongue assessment will be carried out by staff who speak the child's home language where possible.

The new child will be introduced to another child in the class who will act as a "buddy", and if the child has English as an Additional Language, to others across the school who speak the same language.

After the child has been in school for 2 weeks, the Family Worker should review the admission form, try to complete any gaps left in the overall picture of the child and check that the information given was correct. If necessary the family worker will arrange for a further meeting with the family to discuss any problems that may have occurred. A copy of any changes/additions should be sent to the office and class teacher to go into the pupil's file.

Parents/guardians are encouraged to keep in close contact with the school and are made to feel welcome to come in and discuss educational and social issues. Appointments can be made with the class teacher or family worker depending on the nature of the enquiry.

Parents/ Guardians are also strongly encouraged to attend any parents' meetings so that the child's progress can be discussed, and any other background information can be shared. Again, interpreters can be provided if appropriate or available.

## **SUCCESS CRITERIA**

Within the first month, the child should

- be familiar with the layout and basic rules of the school
- initiate contact with adults in the class
- be settling to tasks in the classroom
- be playing with others in the playground
- be relaxed and happy.

Within a term the child should be beginning to

- participate in group and class activities at an appropriate level
- Parents/Guardians should be attending parents' meetings and other activities in school

## **Mid Phase Admission Procedure**

- Pupil and parents will visit the school to be shown around prior to admission
- If a place is available and the admissions criteria are met a place will be offered
- The school office will notify the Family Workers, class teacher, Inclusion, Deputy Head, Kitchen, Assistant Head that a new child is arriving
- The Head Teacher will meet with the parents/guardians, complete an admission form and gather any necessary information
- The Head Teacher will inform the class teacher of the new pupil and any related information
- The pupil will start school on an agreed date
- Preparation will include:
  - Naming of coat peg, books etc.
  - Appointment of a buddy
  - Informing the class
  - Liaising with appropriate staff
  
- On the first day the child will come to the office to be met by the Family Worker/Teaching Assistant who will take them to class
- Class Teacher will appoint a 'Buddy' to support pupil in class and outside

- To ensure that the child is settling in, the Family Worker will monitor the child and liaise with the class teacher for the first few days as needed, and visit after:-
  - Week one
  - Week two
  - Week three
  
- Support for the pupil will be designed to meet their needs (language, confidence, social skills etc)
- Inclusion Manager will coordinate the resources that will support the child and liaise with the class teacher so they are aware of procedures
- Teachers will raise any concerns as soon as possible with the family worker, Inclusion Manager or Head Teacher
- Teacher assessment on the child will be completed as part of the school assessment cycle
- The school office will contact the previous school for records once the child has started
- If the pupil has been identified with SEND and this information is given at the admission meeting, the previous school will be contacted by the Inclusion Manager to gather information prior to admission

See attached appendix for procedures.

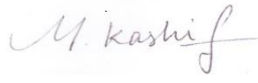
This policy will be monitored and reviewed on an annual basis.

Policy updated: February 2021

Staff responsible: Sylvia Douglas

This policy was ratified by the Governing body on: 10 March 2021

Signed on behalf of the Governing Body:

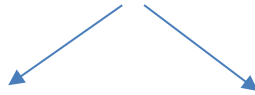
 (signature)

Muhammad Kashif (printed)

## William Austin Junior School New Admissions

### Prior to joining our school

- Interview with Head teacher, family and child
- School visit, including class, teacher & playground (for pick up and drop off)
- Information given to parents including uniform and welcome brochure
- Email sent to staff: Class Teacher, Inclusion Manager, Deputy Head, Family Worker



### First Day

- Parents bring child to the Office
- Family Worker meets child and takes to class
- Child is given a Welcome Pack
- Home language is used (if required)

#### Classroom

- Family Workers settle child
- Class teacher allocates a buddy
- Cloakroom, tray and classroom organisation explained
- Family Workers support child over the next few days until they are settled

### Tour of the School – Family Worker

- School Office and Medical Room
- Hall and Kitchen (for school dinners)
- Toilets
- Library
- IT Room
- Playground
- Family Centre

### For EAL Children

- Family Workers to use Home Language to welcome and support child
- Family Workers support child in class
- Family Workers carry out EAL assessment and interventions if necessary

### Welcome Pack – contents

- Classroom instructions
- School day
- Timetable, including visual timetable
- List of school uniform
- Room labels
- Subject Cards

TA will have a learning pack with activities and resources for the child