



St James CofE Primary School

Mid-year Induction Policy

01 September 2018

Author : Camilla McGregor

Approved :

This Pupil Induction Policy relates to pupils entering the school at other than normal times. In our school, the normal entry point would be at the beginning of the Foundation Stage. In reality, we have a very high proportion of pupils who enter the school at other times.

This high mobility rate present the following challenges for the pupil, their parents and the school:

- Changing schools can impede pupil's academic and social progress. They may have difficulty adapting to different styles of teaching and learning and it can take their new teacher a while to establish their strengths and areas for development. Making new friends and settling into a new school can be a daunting prospect for children.
- Parents may worry about disrupting their child's education and be unsure about the best way to help them.
- The school will find target setting for each cohort difficult when the children are constantly changing. Practical arrangements for the new induction of new pupils take consideration teacher time and the arrival of new children disturbs established friendship groups and can lead to an unsettled period for the groups of children.

We hope that the measures outlined in this policy will help minimise the difficulties associated with mobility and ensure that pupils arriving at our school maintain their progress and settle happily into school life.

The Induction Process

There will be an established set of procedures for induction and support from the class Teaching Support Assistant. The main elements of this process will be to:

- Collect as much information as possible prior to admission.
- Only admit pupils at the beginning of a school week.
- Provide two half-days Teaching Assistant support for each pupil admitted (the first morning to help with settling in and familiarise them with school organisation and routines, the second to gather information and establish an academic baseline).
- Establishing good contact with the parents by providing the prospectus and arranging a meeting with the class teacher for the end of the first week.

Prior to admission

Parents will have to visit the school with their child prior to admission and have a meeting with a senior member of staff and discuss the home-school agreement and expectations of the school.

Office staff will contact the child's previous school to gather information informally. Requests for pupil records will be made promptly on the morning of admission.

Day of admission

In order for the child to settle into school, admissions will only be made on Mondays.

Arrangements will be made for the Teaching Assistant support. The TA who normally works with the class will, wherever possible, provide this support.

If there are a number of entrants at the same time (or in a short period of time), the school

reserves the right to spread to starting date across a number of half-terms, to ensure quality of induction for each child and the time for staff to be fully prepared. This also allows other new pupils to settle.

Morning one

Support on the first morning will include the following:

- identifying a 'buddy' for the child;
- a guided tour of the school and introductions to the staff;
- an opportunity to label and organise personal resources and show where classroom resources are kept;
- talk through the class timetable and routines and support the child with morning routines; and
- discuss the behaviour policy – rules, rewards and sanctions.

Morning two

Support on the second morning will include the following:

- listening to the child read and establishing a baseline – suggest a 'best fit';
- reading group;
- complete a picture and writing 'All About Me';
- maths assessment;
- collect school record sheets and prepare/update.

First Week Meeting

At the end of the child's first week, their parents will be invited to talk to the class teacher at 3:30pm on the Friday afternoon. The child will usually be present. This provides an opportunity to discuss how the the child is settling in and how they are progressing with their work.

End of week three

- Provide a portfolio assessment of work after three weeks providing best fit assessments.
- During this time our learning mentor will arrange an appointment to meet new parents and family support will be called upon if needed.