

Calverton Primary School



Mid Phase Admissions Policy

Person responsible for the policy	Pastoral Support Manager - Nina Gill
Date reviewed and shared with staff	April 2016
Date to be next reviewed by staff	April 2016
Date ratified by the Governing Body	May 2016
Date to be reviewed by the Governing Body	Summer 2017

Signed by Chair of Governor:	Signed by Head Teacher:
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Introduction

Calverton Primary School serves a very diverse local community. This community is continuing to evolve and change. In recent years new languages and cultures have emerged. Although a large part of the school population is stable, many other pupils and their families are mobile.

Definition

Mid-phase admissions are pupils who join the school outside normal admission dates.

Rationale

At Calverton Primary School we recognise that:

- All pupils are entitled to education and access to the whole school curriculum.
- Pupils may join the school for a variety of reasons.
- Some pupils who arrive during the school term may have experienced difficulties such as homelessness, living in temporary accommodation, having attended several schools already resulting in a disrupted education, recently arriving from another country, being a refugee or asylum seeker who has fled from armed conflict and persecution.
- Parents and carers need to feel welcomed and involved so we can teach pupils effectively.

Aims

- To provide a warm welcome for pupils and their parents/carers who arrive mid-phase, assuring them that our school is a safe and caring environment.
- To provide pupils and families with relevant information about our school, the curriculum and the local area.
- To ensure that pupils with medical needs are properly assessed on entry to the school.
- To record relevant information about a pupil's background and previous educational experiences.
- To acknowledge and celebrate the skills and knowledge new pupils bring to the school.

- To ensure pupils's wider needs are addressed through co-ordination with other agencies and services.
- To develop strategies to encourage new pupils to make friends and have positive peer support.
- To enable each pupil to participate in the curriculum at an appropriate level.
- We aim to add something positive to the life of every pupil who attends Calverton whether this is for one day or for the whole of their Primary schooling.

Whole school procedure for mid-phase admissions

An agreed whole school procedure for mid-phase admissions is implemented which identifies key roles for different members of the school staff. However, we recognise that all staff and pupils in the school have a role in welcoming new arrivals.

Initial Contact with School

1. Parents/Carers are contacted by the Office Manager when a name has been received by Pupil Services.
2. Office Manager informs parent/carers of what documentation they are required to bring with them.
3. If place(s) are available, an interview is arranged for the following week (where possible).
4. The Mid Phase Admission Form and, Educational Visits and Media/Internet Consent Forms are posted to parent/carers for completion,
5. Interpreter/Supporter is arranged if needed.
6. Where necessary, contact the previous school for any relevant information.

Admission Interview

1. Interviews are conducted by Pastoral Support Manager or a member of SLT.
2. Check the accuracy of the information recorded by the parent/carer on the Pupil Admission Form.
3. Family is provided with most recent School Prospectus and information about the school is shared.

4. Conduct a tour of the school when parent/carer and pupil are introduced to the class teacher.
5. Parent/carer informed where to drop off and collect their pupil.
6. Confirm start date with parent/carer.

Between Interview and Admission Day

1. Completed Pupil Admission Form given to office staff.
2. Front sheet of Pupil Admission Form, and details of adults who will be collecting pupil from school, copied and given to teacher for information.
3. Email details of new starter to RWI Co-ordinator and Learning Mentor
4. Office Staff update SIMS with information from the Pupil Admission Form
5. Office Staff prepare book labels and gives these to the class teacher.
6. Office staff to contact previous school requesting UPN, CTF, and any paperwork that needs to be sent to the school
7. Class teacher to organise books, cloakroom peg and 'buddy' ready for when pupil starts.

Admission Day

1. Parent/carer to take pupil directly to their class.
2. Class 'buddy' to welcome and support new arrival.
3. Pastoral Support Manager (or member of SLT who conducted the interview) to check that pupil has arrived at school.
4. RWI Co-ordinator to conduct phonics assessment (Reception and Years 1-2 only)

Post Admission Day

1. Pupil's performance to be tracked by class teacher
2. Pastoral Support Manager and Learning Mentor to visit pupil in new class during their settling in period.

School Office staff will:

- Welcome families who visit the school to enquire about school places
- Ensure SIMS is updated with accurate information.
- Arrange a date and time for the welcome interview.
- Provide families with contact details of other schools in Newham if places are not available at Calverton

Class teachers will:

1. Ensure that the learning and pastoral needs are met by:
 - making sure that the Pupil Admission Form is read;

- acknowledging pupils's' previous learning, achievements, experiences and cultural backgrounds;
 - building on and extending pupils's' existing progress and achievement.
 - disseminating information to classroom assistants;
 - liaising with the Learning Mentor and Pastoral Support Manager as appropriate.
2. Ensure that the class is a safe and welcoming place for all newly arriving pupils by:
- preparing a coat hook, tray, books and equipment in advance of the pupil's arrival.
 - helping pupils to learn class routines, rules and expectations;
 - preparing the class for new arrivals;
 - employing the skills of class peers to welcome pupils through buddying activities;

The Pastoral Support Manager will:

- Conduct welcome interviews on Wednesdays, or other days if more appropriate.
- Ensure documentation requirements are met and appropriate action taken for missing or unobtainable documentation.
- Arrange in class Learning Mentor support where needed to support pupils in settling in.
- Liaise with class teachers on the settling progress of new pupils.
- Develop and maintain effective ongoing communication with pupils and families.
- Ensure the Mid Phase Admissions form is reviewed and updated when necessary

The SEND Co-ordinator will:

- Advise class teachers on strategies and resources for accessing the curriculum;
- Liaise with the Pastoral Support Manager and Learning Mentor when appropriate;
- Liaise promptly with class teachers when a pupil arrives with identified Special Education Needs
- Liaise with SEND department at previous school as and when appropriate.
- Liaise with the Resource Provision Manager, Pastoral Support Manager and Office Staff to ensure smooth transition for pupils entering the Resource Provision.