



Induction of pupils new to school during the school year policy

Principles

The school recognises that:

- All pupils are entitled to education and access to a broad and balanced curriculum
- Pupils learn best when they feel secure and valued, whatever their home language, culture or religion
- Newly arrived pupils, particularly those who arrive outside normal admission times, need additional support both educationally, emotionally and socially
- It has a duty to promote race equality in line with the requirements of the Race Relations Amendment Act (2000)
- Parents need help to access information about the school curriculum and processes of learning

Aims

- For pupils to feel 'safe, included and valued'
- To ensure that children feel welcomed and at ease in their new surroundings, as quickly as possible
- To find out relevant information and prepare staff and other pupils for the child's arrival
- To maintain communication with parents to facilitate progress and ensure that they have a clear understanding of the school
- To ensure that the knowledge, experience and skills that they bring are acknowledged and seen as an asset to build upon

Induction for pupils arriving from other schools / countries

- Office staff and the Inclusion and Pastoral Team will work together to ensure parents are properly welcomed and fully informed.
- Class based staff will prepare for a new child's arrival by talking to their class, preparing books & resources and assigning a buddy/ buddies to look after the new pupil on arrival.

Induction for pupils with additional needs

- The SENCO will take overall responsibility for the induction of children with additional needs and/or EAL
- SENCO and Pastoral Team will seek professional input where required
- The physical, mental and emotional needs of the child are taken into account when making preparations for a new arrival e.g wheel chair access, adult support, additional resources
- Induction can take place gradually where required e.g weekly visits, partial days
- The induction process will vary greatly depending on the needs of each individual child

Roles and Responsibilities

Office Staff

1. Before the child starts at the school

- Direct parents to website and other relevant information
- Explain about uniform, PE kit and school dinners/ free school meals,
- Explain about the school day and holidays
- Inform parents about after school and lunch time clubs
- To inform Pastoral team so they can meet the family on the first day
- If medical issues/conditions prevail, SENCO is also informed
- Give family an enrolment form to complete before starting and copy any additional paperwork e.g. *passport, visa*

Inclusion and Pastoral Team

1. When the child arrives at school

- Pastoral staff to meet the family and give short tour of school
- Make contact with the previous school to find relevant information regarding attendance, academic progress, behavior and family information
- Support class teachers with anything they may need in order to ensure a child has a smooth transition into their class
- Where available, provide the assessment lead with assessment data to be entered onto the school tracking system

2. During the first Half Term

- Have a discussion with class teacher about any concerns regarding the child and parents, offering support and advice if necessary
- Where relevant, have a discussion with Pastoral Team about any concerns

Class Teacher

1. When the child arrives at school

- Introduce to buddies and class TA
- Tell classroom support staff, the adults on playground duty and welfare staff about the new arrival and any special requirements/ needs
- Provide a visual timetable of the day
- Ensure an appropriate reading book is provided
- Secure knowledge of any health problems
- Secure knowledge of SEN
- Discuss school rules and reward systems

2. During the first half term

- Liaise with the relevant Inclusion TLR regarding any concerns and seek support if necessary.