

# Bowker Vale Primary School

## Mid-Phase Admission Policy

### September 2018

#### **Introduction**

Bowker Vale Primary School serves a diverse local community. Although a large part of the school population is stable, a number of other children and their families are mobile. This means the community is continuing to evolve and change. In recent years, new communities have emerged speaking different languages.

#### **Definition**

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

#### **Rationale**

At Bowker Vale Primary School we recognise that:

- All children are entitled to education and access to the whole school curriculum.
- Children may join the school for a variety of reasons.
- Parents, carers and family members need to be welcomed and involved.
- Some pupils who arrive during the school term may have experienced difficulties.

This may include:

- (a) being homeless and in temporary accommodation
- (b) having attended several schools already and having a disrupted education
- (c) having recently arrived from another country or being a refugee or asylum seeker who has fled from armed conflict and persecution.

#### **Aims**

At Bowker Vale Primary School we aim:

- To provide a warm welcome for children and their parents/carers and family members who arrive mid-phase, which will reassure them that our school is a safe and caring environment.
- To provide children and families with effective information about our school, the curriculum and the local area.
- To ensure that children with medical needs are properly assessed on entry to the school.
- To record relevant information about a child's background and previous educational experiences.
- To acknowledge and value the experience, knowledge and skills that new children bring to the school.
- To ensure that children'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 child to participate in the curriculum at an appropriate level.

#### **WHOLE SCHOOL PROCEDURE FOR MID-PHASE ADMISSIONS**

This policy identifies key roles for different members of the school staff. However, we recognise that all staff and children in the school have a role in welcoming new arrivals.

#### **School office staff will:**

- Welcome families who visit the school to enquire about school places
- Provide families with information about where to register an application form
- Contact the parent when a place becomes available, and offer a place as directed by Local Authority
- Liaise with the Head Teacher to arrange a date and time for the welcome meeting
- Office staff will notify class teacher of new admission as soon as possible
- Liaise with Class Teacher to arrange class induction.

- Liaise with class teacher at previous school to collect child's most recent attainment levels
- Welcome new families and children on the first day and ascertain if any additional information is required following the meeting with the Head Teacher or Deputy Head.

**The Headteacher will:**

- Meet the family, discuss family make up, reason for move, establish any other services involvement, emphasise importance of attendance, good behaviour etc

**Class teachers will:**

- acknowledge children's previous learning, achievements, experiences and cultural backgrounds;
- build on and extend children's existing progress and achievement;
- disseminate information to teaching assistants;
- contact previous school during first week if necessary;
- liaise with the EAL leader and SENCO as appropriate;
- Ensure that the class is a safe and welcoming place for all newly-arriving children by:
  - (a) Helping children to learn class routines, rules and expectations;
  - (b) Preparing the class for new arrivals;
  - (c) Preparing a coat hook, name for the traffic lights, add photo and/or name to class welcome display, tray, book labels and equipment as appropriate;
  - (d) Encouraging class 'buddies' to support new arrivals in the initial two-three weeks of admission.
  - (e) Setting up relevant accounts and folders i.e. blogging, My Maths account.

**Where appropriate:**

**The Therapeutic Support Worker will:**

- meet the child on Day 1
- Monitor how new arrivals have settled into school
- Liaise with class teacher on the progress of new arrivals
- Ensure that each class teacher has identified 'buddies'.
- Check that the buddies are involved in helping the new child settle in.
- Encourage new arrivals to join school clubs as a means of integrating into school
- Liaise with parents/carers where there are concerns

**The EAL Leader will:**

- Meet with the family
- Organise interpreting support for welcome meeting if requested
- Advise the class teacher on strategies to support the integration and achievement of the new pupil where appropriate
- Introduce the new pupil to other children who speak the home language where applicable
- Liaise with Inclusion Manager and provide in-class support to assist settling in and progress, if additional support felt to be necessary
- Ensure that newly-arriving EAL pupils are assessed and assigned a stage of English within three weeks of arrival
- Ensure that Stage of English data is conveyed promptly to class teacher and school office

September 2018

To be reviewed September 2019