

Viking Academy Trust



Mid-Year Pupil Induction Policy Upton Junior School

Approved by the Trust: Term 1 2016

Reviewed bi-annually: Term 1 2018

Last review date: N/A

Signed:

Chair of LAB

Mid-Year Pupil Induction Policy

The Viking Academy Trust

Upton Junior School

Schools in the Viking Academy Trust (VAT)

We start 2016-17 academic year with three schools in the Viking Academy Trust.

These are:

Chilton Primary School
Ramsgate Arts Primary School
Upton Junior School

This **Mid-Year Pupil Induction Policy** is specific to **Upton Junior School**.

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 Year 3, when a child is seven years old.

Transition to a new school can always cause anxiety for the child (and the parent). Starting mid-year can present additional 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 induction of new pupils take considerable teacher time and the arrival of new children disturbs established friendship groups and can lead to an unsettled period for 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 Upton Junior School maintain their progress and settle happily into school life.

The Induction Process

Prior to Admission

As much information as possible, is collated prior to admission to support a smooth transition to Upton Junior School.

Parents will have to visit the school with their child. The 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. All relevant paperwork, including an in-school document that is shared with relevant departments e.g. SEN and Pastoral Care) will be given to the parents and a meeting arranged with a member of SLT (usually the appropriate Head of School), the linked Learning Mentor (Mrs A Turner for Y3 & 4 and Ms Z Danson for Y5 & 6)

This meeting;

1. Provides the opportunity to discuss the background to the change of school and the child's needs in more detail and as a consequence, ensures that we can target any support quickly and efficiently to support the child and the family. Information will be passed to the schools SENco and Inclusion Leader for further action if required.
2. Builds relationships with the child and the parents.
3. Allows the school the opportunity to explicitly state our high expectations of behaviour and learning, attendance and punctuality and other important information about the year group they are entering.

Day of Admission

In order for children to settle into Upton, admissions will be made quickly so that there is a minimum amount of disruption to the child.

Arrangements will be made for one of the Learning Mentors to collect the child from our office, give them a brief tour of the school and then walk them round to their class and get them settled.

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 the 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:

- Pick up and drop off from the school office
- A guided tour of the school and introductions to staff
- Time with the Learning Mentor in the Rainbow Room
- Identifying a "buddy" for the child.
- Label & organise personal resources and show where classroom resources are kept.
- Talk through the class timetable & routines and support the child with morning routines.
- Discuss the behaviour policy - rules rewards & sanctions
- Playtime and Lunchtime support

By the end of the week

- An initial assessment will be made to ascertain their reading, writing and maths and passed to the class teacher, this will include;
- Listening to the child read and establishing a baseline - suggest a "best fit"
- Reading group.
- Complete a picture & 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 3.30 pm on the Friday afternoon. The child will usually be present. This provides an opportunity to discuss how the child is settling and how they are progressing with their work.