

Honilands Primary School

Pupil Admission and Induction Policy



INTRODUCTION

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 presents 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. 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 Honilands 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 Learning Mentor team, Lead TA and PS LSA. 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 an opportunity of support for each pupil admitted.

Prior to Admission

Parents will be encouraged to visit the school with their child prior to admission, complete forms and receive a tour of the school.

At times a home visit will be made by key staff that will be involved in the support and induction of the child.

The office staff will contact the child's previous school to gather information informally.

Requests for pupil records will be made promptly once the pupil has started.

Afternoon visit

Support on the first afternoon will generally include:

- Identifying a "buddy" for the child.
- Label & organise personal resources and show where classroom resources are kept.

First couple of weeks

Listening to the child read and establishing a baseline -
Maths assessment

Collect school record sheets and prepare/update to support the class teacher

The learning Mentor team will monitor the child and ensure that he/she is settling well, especially at unstructured times such as break time.