

Stanford Junior and Infant School



NEW PUPIL INDUCTION POLICY 2017-2020

***“Living Together,
Learning Together”***

Adopted by Governors – Sep 2017
Review due – Sep 2020

INTRODUCTION

This New 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 significant proportion of pupils who enter the school at other times. High mobility rates present 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 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 the best way to help them.
- 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 Stanford Junior and Infant School maintain their progress and settle happily into school life.

INDUCTION PROCESS

There will be an established set of procedures for induction and support from the pupil's new class teacher, the school's Learning Mentor and the school office team. The main elements of this process will be to:

- Collect as much information as possible prior to admission.
- The first morning to help with settling in and familiarise them with school organisation and routines, the second to gather information and establish an academic baseline.
- Establishing good contact with the parents by providing relevant information leaflet Stanford School and arranging an informal meeting with the class teacher for the end of the first week.

Parents will be encouraged to visit the school with their child prior to admission. 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.

Arrangements will be made for Teaching Assistant support, with the TA who normally works with the class will wherever possible to provide this support.

Day 1 -

Support on the first morning will include the following:

- Identifying a "buddy/s" for the child.
- A guided tour of the school and introductions to staff.
- 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 including rules, rewards and sanctions, as well as what to do if they have a concern in school and who is there to help them.

Day 2 -

Support on the second morning will include the following:

- Listening to the child read and establishing a baseline for a suitable reading book
- Complete a writing activity e.g. "All About Me".
- Complete a maths assessment.
- Assessment in liaison with SENCO / Learning Mentor to identify appropriate learning and emotional needs.

First Week Meeting

At the end of the child's first week their parents will be invited to talk to the class teacher at 3.15pm 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, as well as any concerns identified or extra information required.

Signed By



Chair of Governors:

Date: 28th September 2017



Headteacher:

Date: 28th September 2017