



An All-through Co-operative School

Mid-Phase Admission Policy

Definition

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

Rationale

At Preston Manor Lower School, we recognise that:

- All children are entitled to education and access to the whole school curriculum
- Children may leave and join the school at different times for a variety of reasons
- Some pupils who arrive during the school term may have experienced difficulties – this may include being in homeless and in temporary accommodation, having attended several schools already and having a disrupted education, recently arriving from another country or being a refugee or asylum seeker who has fled from armed conflict and persecution
- Parents and carers need to be welcomed and involved so that children can be taught effectively
- All additional admissions will need some form of induction to the school

Aims

At Preston Manor Lower School, we aim to:

- Provide a warm welcome for children and their parents/carers who arrive mid-phase, which will reassure them that our school is a safe and caring environment
- Provide children and families with effective information about our school, the curriculum and the local area
- Minimise disruption to the education of our pupils
- Ensure that children with medical needs and Special Educational Needs are identified on entry to the school
- Ensure that the wider needs of children are addressed through co-ordination with other agencies and services
- Record relevant information about a child's background and previous educational experiences
- Acknowledge and celebrate the skills and knowledge that new children bring to the school, including other languages
- Encourage new pupils to make friends and have positive peer support
- Enable each child to participate in the curriculum at an appropriate level

Procedure for mid-phase admissions

Initial visit to school

1. Parents/Carers complete **School Places Entry Form**
2. If place(s) available, interview arranged as soon as possible (Date and Time of interview written down for parents)
3. Interpreter arranged if needed
4. Parents may have a brief tour of the school
5. Welcome pack and interview materials prepared



Admission Interview

1. Interviews conducted by the Learning Mentor
2. Child/family information recorded on New Pupil Admission Form, including previous schooling and health needs
3. Family provided with 'Welcome Pack'
4. School Entry Health Assessment signed and dated
5. Free school meals application completed if appropriate
6. Parents/Carers informed that their child is to start school on the following Monday



Between Interview and Admission Day

1. New Pupil Admission Form given to school office staff
2. Admission form copied for the Class Teacher and Support Department file (Pupil file prepared)
3. Pupil added to data tracker system
4. Induction/welcome strategies planned by Class Teacher and class
5. Referrals made to other service providers/agencies if appropriate in discussion with the Inclusion Leader, SENCo and/or Phase Leader



Day of Admission

1. Child/Parents/Carers welcomed by Learning Mentor at 8.30am
2. Class 'friends' and 'buddies' appointed to welcome and support new arrival
3. Office staff enter new pupil on school roll
4. Office staff send for previous records



Transition Support

1. Learning Mentor supports in Week 1
2. Pupil Session 1 with Learning Mentor in Week 2
3. Pupil Session 2 with Learning Mentor in Week 4
4. Family & Class Teacher feedback in Week 4

Admin Staff will:

- Welcome families who visit the school to enquire about school places
- Provide families with information about the school
- Contact families once a placement has been confirmed through the Admissions Procedures and allocate the child to a class in accordance with the Admissions criteria
- Arrange a date and time for an admission interview with the Learning Mentor
- Create a Pupil File for new admission
- Provide the family with a 'Welcome Pack', which will include:
 - Home/School agreement
 - Anti-Bullying Charter
 - Visit consent form
 - Place 2 Be negative consent and information leaflet
 - Independent Educational Psychologist leaflet
 - Safe use of the Internet policy
 - Prospectus
- Complete the New Pupil Admission Form with parents and carers
- Assist families in completing the School Entry Health Assessment Form
- Assist families to apply for Free School Meals if they are entitled to them
- Ensure copies of the New Pupil Admission Forms are disseminated to class teachers, the Inclusion Leader and/or Phase Leader and Learning Mentor
- Email the class teacher and Phase Leader with details of child and start date for teacher to prepare for their arrival.

The **Learning Mentor** is responsible for the induction process. They will:

- Contact the pupil's previous school to find out about any additional needs
- Conduct the interview with children and parents and take them on a tour of the school including introductions to members of the Leadership Team and their class teacher.
- Allocate the child to a class in accordance with the Admissions criteria and in liaison with the Head of Lower School.
- Greet pupils and families on their first day and take pupil to class to meet class teacher and 'buddy'.
- Ensure that newly-arriving EAL pupils are assessed and assigned a stage of English within three weeks of arrival using the Language In Common assessments
- Ensure these assessments are entered into the pupil data tracker and shared promptly with the class teacher, Inclusion Leader and Phase Leader
- Liaise promptly with class teachers and Inclusion Leader and/or Phase Leader when child arrives with identified Special Educational Needs;
- Follow the Transition Support Plan (see Appendix 2) to ensure the pupil receives support within their settling-in period.
- Distribute a copy of Appendix 1 to class teachers as a prompt

The **Head of Lower School, Deputy Head of Lower School** and **Phase Leader** will:

- Welcome all new families and children
- Monitor and evaluate this policy and its effectiveness, with regular reviews that will support pupil progress.

Class teachers will:

Ensure that the learning and pastoral needs are met by:

- Making sure that the New Pupil Admission Form is read
- Acknowledging children's previous learning, achievements, experiences and cultural backgrounds
- Building on and extending children's existing progress and achievement
- Disseminating information to relevant support staff
- Liaising with the Learning Mentor
- Ensuring that the class is a safe and welcoming place for all newly-arriving children by preparing their tray, coat peg, books and equipment as appropriate
- Supporting children to learn class routines, rules and expectations
- Preparing the class for new arrivals
- Employing the skills of class peers to welcome children through buddying activities
- Arranging a class buddy to support the settling in process
- Ensuring the pupil's cultural, spiritual and language background is valued through the physical and emotional learning environment.

Safeguarding

- The school is informed about any pupils who are offered a place at the school through Brent pupil services/admissions
- If any of these pupils fail to appear, we will contact the family by phone, by mail and inform the Education Welfare Service immediately

Appendix 1

Welcoming new arrivals into class: A checklist for the teacher

Have you...

- Read the admission form?
- Labelled a tray and coat hook with the pupil's preferred name, ensuring it is correctly spelt?
- Considered where the child will sit and in what groups he/she will work in?
- Talked to your class about welcoming new pupils to the class? Have you informed them of children due to arrive?
- Placed the child with a friendly and helpful 'buddy' who can help them during the play and lunchtimes? Buddies can also help children become familiar with classroom routines
- Familiarised yourself with the child's recent history and experiences, which may include being a refugee, homeless, or other difficult circumstances? What is the child's current living situation? Does the child have any siblings or relatives in the school?
- Familiarised yourself with the child's first language and cultural background? Are there any other children in the class who share this?
- Assessed how well the child functions in English? Have you discussed any concerns with the Inclusion Leader/Phase Leader?
- Looked at the child's record from previous schooling (if available) and considered how to build on previous achievement? Has the child experienced being moved to several schools/is the child new to schooling?
- Made contact with the child's parents/carers? Are there any concerns that you need to discuss with them at an early opportunity? Have parents/carers had an opportunity to share their own concern?
- Communicated with the Learning Mentor during the Transition Period?
- Referred any health concerns to the relevant bodies?

Appendix 2

Transition Support Plan:

Week 1

Day 1 – 8.30am – Meet and greet parent(s)/carer(s) and pupil(s) – all new pupils; check parent has opportunity to make appointment to meet briefly with the teacher if they wish (e.g. after school)

- Introduce to class

8.50am Family leave and Learning Mentor stays with pupil until 'buddy' arrives and pupil is settled with the class

Lunchtime – Learning Mentor "checks-in" with pupil to support through lunchtime systems, playground, etc.

End of day – Learning Mentor will arrange to meet with family and pupil and discuss the day.

Days 2-5

Learning Mentor will continue to monitor pupil and regular points in class and out of class times.

Week 2

Learning Mentor and pupil will have a short session in the Sunshine Room to 'check-in' on settling in (Appendix 3).

Week 4 (see Appendix 3)

Learning Mentor and pupil will have a short session in the Sunshine Room to evaluate Transition Period.

Learning Mentor will communicate with Class Teacher to evaluate Transition Period.

Learning Mentor will meet with family to evaluate Transition Period.

Transition Support Plan may be extended for another 4 weeks if the pupil, staff or family feel it is appropriate to do so.

Appendix 3 Transition Support Plan

Pupil:

Class:

Date of Admission:

| | | |
|---------------|---------------------------------|--|
| Week 1 | Notes, concerns, actions | |
| | | |
| Week 2 | Pupil Session 1 | |
| Pupil | Learning Mentor | |
| | | |
| Week 4 | Pupil Session 2 | |
| Pupil | Learning Mentor | |
| | | |
| Family | Class Teacher | |
| | | |

Please indicate:

Transition Support Plan closed / Learning Mentor support to continue*