

St John's Church of England Primary School

"For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you a hope and a future." Jeremiah 29:11



In Year Admissions Guidance

Perseverance	Ambition	Curiosity	Team Work	Creativity
Honesty	Respect	Loving	Trust	Peace

Reviewed: September 2021

Review: September 2023

Challenging Ourselves and Supporting Others to Succeed and Flourish

1 Introduction

Starting school is an important stage in a child's life. Here at St John's Primary School, we believe that through working in close partnership with parents, we are able to make it a positive and pleasurable experience for both parent and child.

The induction process helps us to foster a working partnership with parents and provides the child with a period of familiarisation with the staff and peers.

The school recognises that pupils who join partway through a school year may well feel vulnerable either in terms of friendships, school procedures and policies and work missed. Pupils might be those who have moved from out of area or those who, for a variety of reasons, have moved from another local school. The main aim is for pupils to settle quickly into their new environment so that they can be happy and achieve their best.

2 Aims

- New pupils will feel safe, settled and valued.
- Parents will feel welcomed and their opinions valued.
- Staff will be familiar with the school procedures for the admission and induction of new pupils.
- The educational needs of new pupils will be identified quickly.
- Necessary support will be put in place quickly.

3. Admission welcome interview

- Family has a meeting with Headteacher or other delegated member of staff.
- Family is met by Head of Inclusion if extra support is required
- Tour of school undertaken – including meeting with class and teacher
- Forms completed, with support as needed

4. Preparing for new pupil's arrival

4.1 The Pupils

- Are informed of new arrival and involved in discussion about how they might be able to help
- A buddy (or buddies) is chosen – with same home language if possible

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4.2 EAL

- Children who can write in their own language should be allowed to do so for the first few weeks.
- Learn pads/computer should be available for quick translations, alongside bilingual dictionaries.
- The new arrival should not be forced to speak; it can take 6 months for a new arrival to have confidence to speak in the classroom setting.

4.3 Resources

- Clothes peg, table, pens, etc. are organised in advance
- Seat next to a buddy is arranged if possible

4.4 Support

- TA support is arranged if necessary
- Relevant information is shared with all staff involved with the new pupil

5. First Day

5.1 Arrival

- New pupil is met by buddy and/or member of staff, in reception area at 8.45
- Pupil is taken to class and shown around the classroom environment etc.
- First day/week could be shortened if appropriate – e.g. half day at first, building up over first week
- Parent/carer may be invited to stay to support initially
- Pupil will be introduced to support staff so that they can become familiar with the adults in school who care for them.
- The new child will be made aware of the routine and organization of the school day
- The class teacher will speak to the child's parents/carers at the end of their first day to share how well the child has settled.

5.2 Buddy/buddies

- Stays with the new pupil throughout day, including lunchtimes and breaks
- Shows the new pupil class routines
- Shows the new pupil where the toilets are and ensures they know to use them at break times
- Chats to the new pupil in the playground and includes them in games

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6. Assessment and Monitoring

6.1 Initial Pupil Profile

An Initial Pupil Profile will be created within 2 weeks of the new pupil's arrival to provide a baseline for future assessment of progress. Evidence will be gathered through observation and assessment.

6.2 Nursery

- Normal classroom observations.

6.3 Reception

- Observations will be carried out as part of normal classroom practice.

6.4 Year 1

- Phonics screen/ sounds assessment
- Tracking assessment: reading, writing, maths
- Levelling reading books – teacher assessed

6.5 Year 2

- Phonics screen: if applicable
- Tracking assessment: reading, writing, maths
- Levelling reading books – teacher assessed

6.6 Year 3

- Phonics screen: if applicable
- Tracking assessment: reading, writing, maths
- Accelerated Reader assessment

6.7 Year 4

- Phonics screen: if applicable
- Tracking assessment: reading, writing, maths
- Accelerated Reader assessment
- Multiplication tables assessment

6.8 Year 5

- Tracking assessment: reading, writing, maths
- Spelling High frequency words
- Accelerated Reader assessment

6.9 Year 6

- Tracking assessment: reading, writing, maths
- Spelling High frequency words
- Accelerated Reader assessment

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7. Meetings with Parents after admission

The following meetings will be held with parents throughout the admission and settling in process:

- After first day at school – a short informal catchup
- End of first week - a short informal catchup
- After 6 weeks – a short consultation in class to discuss progress, targets and how parents can best support their child. This should be documented.
- If issues, behavior particularly, arise during the six week then parents will need to be consulted earlier with the inclusion Manager.

In Year Admissions Check List

Task	Responsibility	Date completed
Initial tour of the school (restrictions allowing)– including meeting with class and teacher	Headteacher	
Forms completed, with support as needed: give information to parents about lunch box contents, Marvellous Me and other key info.	Office Manager	
Family is met by EAL leader or SENCO if needed	Office to arrange	
Previous school is emailed for assessment information	Headteacher/SLT	
Start date agreed (this will be a Monday)	Headteacher with Office Manager	
Class informed of new arrival and involved in discussion about how they might be able to help. Buddies chosen and pegs and resources ready	Class Teacher	