

POLICY FOR CHILDREN NEW TO THE SCHOOL



(JOINERS POLICY)

Learning to make the world a better place”

Reviewed	Spring 2016
Next Review	Autumn 2016

St John's Angell Town CE Primary Policy for Joiners

St John's is an inclusive school that prides itself on being welcoming, tolerant and supportive to new children and their family.



This policy aims to ensure that

- New children are welcomed and are not anxious about joining a new school.
- New children make outstanding progress.
- New children are supported, secure, safe, and happy and have a good circle of friends.

Stage 1

- The Head teacher and School Business Manager will decide in line with current admissions policy (and spaces available in school) whether or not a child can be accepted and ensure that the appropriate paper work is completed. The School Business Manager will advise the parent with regard to Free School Meals eligibility and any other entitlements.
- An appointment will be made to meet with the Inclusion Manager
- If child has a Statement of SEN requiring additional support or a physical disability the Inclusion Manager will be responsible for ensuring support in consultation with HT and authority.
- The parent will be given a prospectus containing all the relevant policies.
- LEA will be contacted for advice should there be a physical disability that may require adaptations to the school – the School Premises Officer will become the lead for contractors etc in such a case.

Stage 2

- The head teacher and Inclusion Manager will interview the family to ensure the school has all the information regarding SEN, EA, GT, or special circumstances i.e. any missed schooling, previous exclusions/behaviour support, family difficulties relevant to schoolings etc.
- The Inclusion Manager will be responsible for quickly seeking advice and support if specialist care is needed.
- The family will be informed about PE days, forthcoming trips, equipment required etc – this will be translated into mother tongue where necessary.
- School secretary will contact previous school if applicable and request child's files (and follow up if not received within a reasonable time). A current NC level should be obtained for core subjects.
- An induction day will be agreed and diarised leaving at least 2 weeks from the interview to give all staff time to prepare the appropriate support.
- Class Teachers are responsible for ensuring the child is made fully welcome on their induction day including: EAL labelling, table and chairs, drawers, labelled peg, exercise

books, expectations to class etc. For children joining without any spoken English staff should refer to *'Non English Speaking Joiners – good practice and resources'*

Induction Day:

- This is negotiable and can be different for different children dependent on needs. Usually it will be half a day for children in Key Stage 2 and an hour for the younger children.
- Parents are welcome to stay with the child where appropriate.
- Children will be given a special friend or 'buddy' to support them and the class teacher will organise an activity for them to get to know one another.
- The child will be shown all rooms and introduced to all key staff.
- Inclusion Manager will work 1:1 with the child to assess their ability – they will inform the class teacher of their level of attainments/ stage of English and advice on fluency targets, next steps etc. This level of attainment should be immediately put onto the school pupil tracker.
- Inclusion Manager and Class teachers will then prepare support materials/intervention groups if necessary. Child will be referred to Learning Mentor if necessary
- A day will then be agreed for starting the school. This should not be on a day when there is a supply teacher in, a trip day or in the final week of a term as this makes it more difficult for a new child.
- New children with EAL should be introduced to children with same first language if possible within the school.

First Day of School:

- Cover will be organised for the class teachers to have 30 minutes playing a game etc to get to know the child and talk about their previous experiences.
- Learning Mentor/class TA will be available for support in the playground etc if necessary.
- The special friend (see above) will be present through all lessons and lunch breaks/playtimes where possible.
- Teachers will ensure they are present at the end of the day to feedback to parent.

Within 1 month of the child starting school:

- Intervention groups will be set up where needed and initial assessments made.
- Friendships and behaviour will be monitored.
- Head teacher will invite the parents back for a review meeting if necessary.
- Pupil Tracker, Stages of English, SEN referrals etc will be up to date.

Draft Policy written November 2011

Reviewed SLT: February 2012, Spring 2016