

Manor Park

Primary School



Induction Policy

Date of Last Review: October 2019

Agreed by Governors: October 2019

Shared with all Staff: October 2019

Frequency of Review: Two years

Date of Next Review: October 2021

Chair of Governors: Sarah Leigh

Email: s_leigh@manorpark.coventry.sch.uk

Vice-Chair of Governors: Matthew Potts

Email: m_potts@manorpark.coventry.sch.uk

Manor Park Primary School

Induction Policy

Aims

- For pupils to feel 'safe, settled in our school and valued as an individual'.
- To ensure that children feel welcomed and at ease in their new surroundings, as quickly as possible.
- To find out relevant information before the child enters class, and prepare staff and other pupils for the child's arrival.
- To maintain communication with parents to facilitate progress

Induction into Nursery

- Parents of all children starting in the next academic year are invited to a meeting in the summer term and given an information pack.
- There is an open evening in July where parents can come and meet their child's teachers and see their classrooms.
- Parents and children are invited to visit the nursery for a number of sessions prior to starting school.
- Intake is staggered to allow children to settle in with plenty of adult support

Induction into Reception

- Parents of all children starting in the next academic year are invited to a meeting in the summer term and given an information pack.
- There is an open evening in July where parents can come and meet their child's teachers and see their classrooms.
- Children in Nursery and Reception work within a shared Early Years environment which is supportive of transition into the Reception year. School recognises that additional support may be needed for those children who have attended other nurseries or indeed had no pre-school provision. These children are invited into school for a number of sessions during the summer term.
- Parents can stay with their children in class for a while to help them settle if necessary.

Induction for pupils arriving from other schools/countries

- Office staff and the Inclusion Manager (where necessary) will work together to ensure parents are properly welcomed and fully informed.
- Inclusion Manager will pass on relevant information to the receiving Class Teacher following the meeting

- Staff will prepare for a new child's arrival by talking to their class, preparing books & resources, and assigning a buddy/ buddies to look after the new pupil on arrival.
- Language Buddies (where needed) will assist in welcoming new pupils and helping them settle in, regardless of home language. This will be especially important where there is delay in securing translators through MGSS (Minority Group Support Services).

Induction for pupils with special needs

- The induction process will vary greatly depending on the needs of each individual child.
- The physical, mental and emotional needs of the child are taken into account when making preparations for a new arrival e.g. wheelchair access, adult support, additional resources.
- Induction can take place gradually where required e.g. weekly visits, partial days.
- Where required SEN and senior staff meet with educational psychologist, parents and other key workers.
- SEN staff may visit child's pre-school or previous school (where local)
- A meeting may be arranged with previous support staff and new support staff to exchange information and ensure continuity of care.

Interview checklist (allow 20-30 mins)

- Copy birth certificate
- Go through form and discuss
- Check country of birth, language, religion, status
- Find out details of previous schooling, reading ability, curriculum areas taught, favourite subjects etc
- Check for any health, SEN or emotional problems
- Find out details of siblings, and family situation
- Provide school prospectus
- Explain about uniform, PE kit and school dinners/ free school meals

- Explain about holidays and absences
- Purchase uniform and book bag if requested
- Inform parents about after school and lunch time clubs- give list
- Introduce to Language buddy/ buddies who will be welcoming child
- Give short tour of school

MEETING THE NEEDS OF NEW ARRIVALS

Before the pupil arrives:

- find out as much information as possible about the child's background
- talk to the class about ways to make the new arrival feel welcome
- organise a friendship buddy and a language buddy if appropriate and brief them about their role
- prepare books with the child's name on and have a seat ready in a friendly group, preferably near the front

On the child's first day/ week in school:

- make sure you pronounce the child's name correctly and tell others how to
- allow a parent, sibling or buddy to stay with the child for a short while
- smile a lot and be accessible to the child
- use reassuring body language and give plenty of praise, reward and reassurance
- make sure the child is given a welcome tour of the school (toilets, cloakroom, first aid etc)
- tell classroom support staff, the teacher on playground duty and midday staff about the new arrival and any special requirements/ needs
- make an informal assessment of ability & make appropriate arrangements for sets (not on the first day!)
- if the child has difficulty speaking give them 'survival cards' e.g. a picture of a toilet!
- make a personal book including photographs (for children with little sight vocabulary link closely to reading scheme vocabulary). This may need to be dual language.
- if the child speaks another language teach the class how to say a few simple words in that language
- provide a visual timetable of the day/ week

Longer term support

- your aim is to make the child feel secure, valued and successful

- make effective use of bilingual or support staff where available
- allow for a silent period (this can last up to 18 months)
- raise child's status by looking at geographical/ cultural background with class
- provide plenty of in-context speaking and listening opportunities, collaborative work and play opportunities for the child in a safe, supported environment
- set up activities where the child can succeed and give plenty praise & reward
- use visual resources to support lessons
- use other pupils to teach "mini lessons"
- vary the groupings used for different subjects
- allow rest times during the day at intervals if needed
- encourage bilingual pupils to use first language
- build up a relationship with the parents/ carers and give regular feedback on progress- use interpreter if required
- ask the pupil questions e.g- How are you settling in? Are there any issues?

REMEMBER IT CAN TAKE UP TO 7 YEARS FOR EAL PUPILS TO REACH THE SAME LEVEL OF ACADEMIC LANGUAGE AS THEIR PEERS.

Process for pupils arriving from other schools/ countries

Local Authority Admissions team informs school of new pupil and sends details to the School Office

School office phones to arrange interview, ask parent to bring birth certificate (if transfer is not from another school). Arrange for interpreter if necessary through MGSS . Child may also attend. SEN pupils to be referred to Inclusion Manager

Office staff to phone previous school for information, where possible. (This is particularly important to ensure pupils are adequately safeguarded)

Inclusion Manager to meet with parents.
If there is a choice of class allocation this will be decided after the meeting, depending on the needs of the child.

Child to begin school, preferably the following Monday, or special arrangements to be made if the child needs to be introduced gradually.

Inclusion Manager to liaise with class teacher + TAs to prepare for pupil's arrival. Give teacher copy of admission form, names of other pupils who speak the same language, and any additional information. Prepare welcome card.

Class teacher, inclusion manager (where necessary). Learning Mentors and Language buddies to monitor progress and check on child until completely settled.