



BLETCHINGLEY VILLAGE PRIMARY SCHOOL

Aiming high • Working together • Achieving our best

Pupil Induction Policy

Aims

The aims of this policy are:

- To enable staff to meet new children and their parents before they start school;
- To help children to feel safe, settled and successful as quickly as possible;
- For parents to have all the information they need in order to have confidence in the school;
- For parents to have opportunities to gain an understanding of the school, its ethos, its procedures and expectations;
- To ensure that staff are well-prepared for each child's arrival, in order to maximise wellbeing and academic achievement

Principles

The school operates an "open door" policy with regard to communication with parents/carers, and will always be proactive in welcoming new pupils.

Office staff work closely with the admissions authority and will support parents/carers to secure a place in our school as quickly as possible.

The school will never leave a child out of education and does all it can to make sure that all children can attend school.

Practice

Nursery

- Children join the nursery class in the September of the school year in which they will have their fourth birthday.
- Where space allows, they will be invited to start during the previous year, to give them up to two years in Nursery.
- Occasionally, if a place is available and the provision is appropriate, children who attract FEET funding (free early education for two-year-olds) may be invited to start earlier than their third birthday.
- Parents and children are invited to visit the nursery for a schedule of visits, prior to starting, including on the school's Class Swap Morning in the summer term.
- Home visits are made at the beginning of the Autumn Term, unless the parent/carer declines.
- We work with the Red Oak Centre in Merstham to provide mother and toddler mornings, and we maintain communication with them and the LA to amend provision in the light of changing needs.
- Nursery staff provide all the initial information about the school and build close links with new families through their daily contact.

Reception (children from other settings)

- Most children move from Nursery into Reception (although this number varies from year to year) and it is therefore important that those children coming in from elsewhere are made to feel welcome and given all the information they need prior to joining the school.
- Once the initial list is received by the school, office staff make contact with new parents in order to inform them about induction arrangements, and to invite them to visit the school if they have not previously done so.
- A home visit is offered where possible.

- Parents are invited to complete the "About Me" booklet with their child, to give the class teacher some information about the child before they start school.
- Children are invited to attend some Nursery sessions, including Lunch Club, in order to begin to get to know their peers.
- Children are invited to three structured sessions during the summer term, and to the whole-school Class Swap morning in July.
- Parents/carers are invited to an additional meeting to be introduced to staff and to hear about the ethos and values of the school (see below)
- School staff will make contact with children's current settings and may make a visit if this is feasible
- As soon as staffing is finalised, parents are given contact details for the new Reception teacher in case of any queries or concerns
- Children receive booklets about their new school and class, written by the pupils currently in the class.
- Office staff ensure they have basic details including emergency contact numbers prior to the child's start date in September

Reception (all children)

- Children currently in Nursery will be encouraged to stay for Lunch Club once or twice, if they do not normally do so.
- Children will participate in the school's normal transition programme to prepare them for Reception
- Parents will be invited to a meeting during the summer term, which will cover practical details such as times of the day; uniform; reading scheme etc. Current parents are also welcome to attend the additional meeting if they wish.
- There is a two-week induction programme for Reception children. They attend either morning or afternoon during the first week or week and a half (depending on the start date for the term.) They all attend for the morning and lunch time for the second week, and attend full-time from the third week onwards. During the afternoons of the second week, parents/carers are invited to meet the teacher in order to discuss how their child is settling and any needs or concerns they may have. They will complete the admission information form together to ensure that the information is accurate and the parent/carer understands why we need it.
- Parents/carers are entitled to request a full-time place immediately, but we strongly encourage them to follow the induction programme if they can, as there is a proven long-term benefit. Equally, parents/carers who feel their child is not ready for full-time school can discuss the possibility of an extended part-time induction.

In-Year Admissions

- All staff (Head teacher, office staff, AHT Inclusion and class teachers) will work together to ensure parents are properly welcomed and fully informed
- Office staff are proactive in expediting admissions arrangements so that children can start as soon as possible and do not miss any school
- Class teachers 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, particularly where the child has EAL or SEND.
- Class teachers and senior staff as appropriate are proactive in making contact with the previous school/teacher in order to ascertain the child's levels of achievement, strengths and areas that need support.
- Class teachers actively seek to make regular contact with parents/carers during the first few days to allay concerns and resolve any queries or issues at an early stage.

Induction for pupils with SEND (in addition to above)

- The induction process will vary greatly depending on the needs of each individual child but will involve the AHT Inclusion, who will advise and support the class teacher
- The physical, mental and emotional needs of the child are taken into account when making preparations for a new arrival e.g wheel chair access, adult support, or additional resources
- Induction can take place gradually if appropriate e.g weekly visits, partial days
- Where appropriate, SEN and senior staff meet with Educational psychologist, parents and other key workers
- SEN staff may visit the child in their existing setting e.g. if a child is transferring into our SLCN Centre or has an EHCP in order to observe the child and to meet current staff

Pupils with EAL

- Pupils may be fairly fluent or may be at a very early stage of English. Class teachers will be supported by the head teacher and AHT Inclusion to make sure that pupils with EAL feel welcomed and confident as quickly as possible.
- The school may seek guidance and support from the REMA service.
- The class teacher will follow these guidelines: -

THE CLASS

- Check that the class can pronounce name of new pupil correctly
- Use PSHE/Circle time – how class will welcome new pupil, and to help them understand what the new pupil may find difficult.
- Organise buddies for the child in class and playground support

RESOURCES

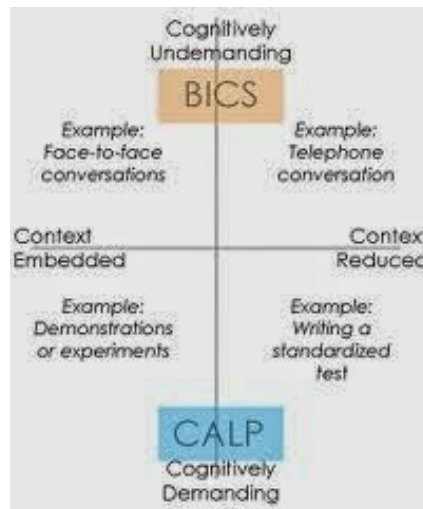
- Prepare books, pens, pencils, etc.
- Organise a tray, clothes peg etc.
- Arrange to seat with a buddy
- Put picture labels around the classroom as appropriate, and/or signs in the home language
- Ensure name is written correctly – register, tray, peg, etc.

SUPPORT

- Arrange staff support for new pupil where necessary
- If siblings arrive together; provide opportunities for them to get together
- Inform all staff about new pupils including midday assistants to ensure no problems during breaks
- Share relevant information with all staff involved with the new pupil
- Be aware if parents/carers need to stay and support their child (where appropriate)

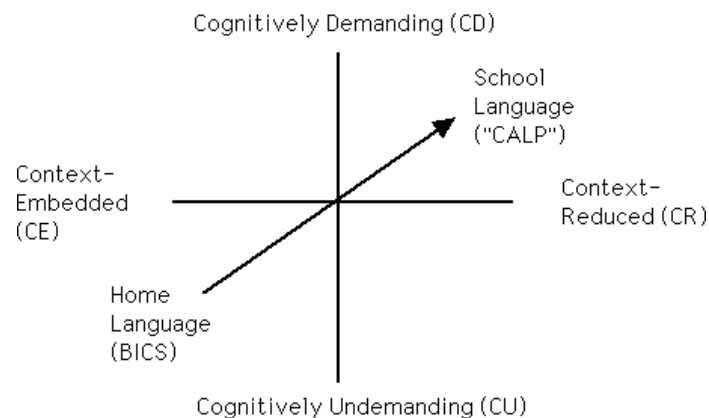
Appendix 1 Supporting Pupils with EAL

Children tend to acquire BICS (basic interpersonal communication skills) fairly quickly. However, CALP (cognitive academic language proficiency) takes much longer, usually around seven years, and needs to be explicitly assessed, taught and monitored if pupils are to achieve in line with their peers.



Classroom tasks can be plotted on this quadrant. Tasks in the lower right quadrant are generally of little value and should be used very rarely. The aim is for children to move from the lower left, via the top left, into the top right.

This pattern is appropriate for all pupils, both for long-term learning and as a model for new learning e.g. a new unit of work in maths or science.



From home language ("Basic Interpersonal Communication Skills") to school language ("Cognitive-Academic Language Proficiency") along two dimensions of language use (after Jim Cummins)



BLETCHINGLEY VILLAGE
PRIMARY SCHOOL

Aiming high • Working together • Achieving our best

Induction of pupils with EAL: checklist for classroom practice

	In place	Planned
Ensure that the child feels their culture and background are recognised and valued (learn a few words/phrases; make bilingual labels/displays; share stories and pictures that reflect their background). <i>Confident children are more successful learners.</i>		
Provide visual support whenever possible (pictures, photos, diagrams, graphic organisers, demonstrations, mime, gestures)		
Speak slowly and simply but naturally. Avoid or explain figurative language.		
Identify and model language demands of lessons (e.g. science lesson needs mostly past tense but predictions need future tense; instructions need imperatives)		
Model appropriate language and structures for pupil- provide talk frames and writing frames for literate pupils		
Respond positively to pupil's speech, but try to extend their responses; e.g. <i>I go park</i> • <i>I went to the park</i>		
Put the child in a mixed ability group or with children who can provide good language models (not SEN groups).		
Provide plenty of opportunities for pair and group work, especially collaborative tasks (supportive, non-threatening, practice for new language skills)		
Preview/pretutor lessons – provide key texts in advance to parents (if they can help) or to a T.A. to discuss with pupil		
Allow opportunities to revisit and talk about stories and lessons. Build these opportunities into bilingual assistant time in class		
Provide a few key words for each subject or lesson. Build up a personal dictionary with pictures and translations in first language (L1)		
Allow time for pupils to prepare responses with a partner. Oral rehearsal should always precede written work.		
Pupils literate in L1 can draft ideas or complete a written task in L1. Encourage use of bilingual dictionary		
Literacy skills will transfer but the pupil may need a reading and spelling programme		
When marking, focus on content and highlight only 1 or 2 grammatical points. Teach to the gaps identified – do not let early mistakes become bad habits		
Try to segment lessons into listening/speaking/reading/writing activities to maintain concentration and demonstrate language use in a variety of contexts		