



**Talavera Junior School**  
**ADMISSIONS (MID-PHASE) POLICY**

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## **Talavera Junior School** **Mid-Phase Admission Policy**

### **Definition**

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

### **Rationale**

All children are entitled to an education and access to the whole school curriculum (see inclusion policy).

Children join our school mid-phase due to regimental moves and parents being posted. Other reasons for pupils arriving during the term may be that they are experiencing difficulties (e.g. having problems within the family, being homeless and in temporary accommodation, having attended several other schools).

Parents and carers need to be welcomed and involved in school life so their children can settle and become members of our school team, where they can learn and achieve their full potential.

### **Aims**

- ~We aim to provide a welcoming environment in which all children and parents feel that they are valued members of the school community.
- ~Provide children and families with effective multilingual information about the school and the local area where appropriate.
- ~Ensure children with medical needs are properly assessed on entry to the school.
- ~Record relevant information about a child's background and previous learning educational experiences.
- ~Acknowledge and celebrate the skills and knowledge that new children bring to the school along with any talents and strengths.
- ~Ensure that a child's needs are addressed through co-ordination with wider agencies and services.
- ~Develop strategies to encourage new pupils to make friends and have positive peer support.
- ~To enable each child to reach their full potential by ensuring that they can participate fully in the curriculum at an appropriate level.

### **Whole School Procedures for Mid Phase Admissions**

An agreed whole school procedure for mid-phase admissions is to be implemented. This identifies key roles for different members of the school staff. However, we recognise that all staff and children have a role welcoming new arrivals.

### **School Administrators**

- ~Provide families with a school prospectus giving information about the school and opportunities provided within the school for all pupils. Wherever possible the school will provide translations in a parents own language.
- ~Arrange a date and time for a tour of the school and a welcome interview. Wherever possible Bilingual Assistants or a Child Interpreter will be on hand to provide a tour for parents with English as an Additional Language.
- ~Assist families to apply for Free School Meals if they are entitled to them.
- ~Assist families with SCOPay accounts and Parent Mail
- ~Prepare forms and materials needed for the welcome interview.
- ~Complete the registration form with parents and carers. Bilingual support is available to support parents with English as an Additional Language completing registration forms and to ensure that ethnic codes are entered appropriately.
- ~Ensure copies of new arrivals are disseminated to class teachers.
- ~Welcome children and families on the admission day

### **Headteacher/Deputy Headteacher**

- ~Welcome families and children prior to admission.
- ~Provide a tour of the school prior to admission.
- ~ Expectations set for learning attitude / attendance
- ~Monitor how new arrivals have settled into the school
- ~Check in with new arrivals during the first day of arrival and see how they are settling.
- ~Sign post the parent/carer to our Parent Partnership team.
- ~Follow up with a weekly check in.
- ~ Follow up the My passport System and impact

### **Class teacher**

- ~Welcoming children into the classroom
  - ~Acknowledge children's previous learning, achievements, experiences and cultural backgrounds. An Early Profiling Report will be provided for teachers with EAL children who are new to their class.
  - ~Following break and lunchtime throughout the first week find out how the new child is settling in and making friends.
- Ensure that the class is a welcoming, safe environment for newly-arriving children by:
- ~Preparing a coat hook. Tray, books and equipment as appropriate.
  - ~Provide children with a welcome book pack on arrival.
  - ~Helping children to learn class routines, rules and expectations.
  - ~Preparing the class for new arrivals, including raising awareness of the cultural background of any child new to the class and consider this when interacting with them and encouraging others to be thoughtful of this.
  - ~Providing the new child with a welcome buddy so that they settle quickly and can make friends with their class peers (including a child who speaks the same first language wherever possible).
  - ~ Set up My Passport Programme and monitor the process

### **Bi-lingual Teaching Assistants**

- ~Provide in class support to enable the new child to settle into the new class environment and make suggestions to the class teacher about how to support the child with bi-lingual resources and vocabulary.
- ~Provide Early Profiling assessments and cultural information/background/prior educational experience to class teachers.
- ~Liaise with parents (e.g. welcome tours and providing support to complete school registration forms).

### **Teaching Assistants**

- ~Welcome the child into the classroom
- ~Lead My Passport programme
- ~Do entry assessments for NFER, Spelling and Reading to enable the teacher to identify the level of the child's basic skills.
- ~Copy and place any assessment information (e.g. Key Stage I data or more recent data) in the specified area for the assessment manager to access (notice board in SEN room).
- ~Liaise with the class teacher about any key information from the child's documentation (e.g. Special Needs, details to be aware of to enable the class teacher to support the emotional well-being of the child).
- ~Ensure that the mid-phase admission file is consulted and relevant information recorded.
- ~File necessary documents in the child's file in the School Office.
- ~Raise a request for a library issue code and ICT file.
- ~Identify if the child has Special Educational Needs and if necessary refer to the SENCO for assessment of these needs.

### **SENCO**

- ~Liaise promptly with class teachers when a child arrives with Special Educational Needs.
- ~Liaise with SENCO at previous school as and when appropriate.
- ~Assess any new children who have Special Educational Needs and advise teachers on strategies and resources for accessing the curriculum.

### **Parent Partnership Advisor**

- ~ make contact with new parent/ carer to introduce their role and their supportive role.
- ~ meet with the new parent and offer workshop to answer any questions and support with the curriculum.
- ~ additional support where needed for the parent and family to ensure they settle quickly.