



Mid Phase Admissions Policy

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Contents

1. Introduction	3
2. Definition.....	3
3. Whole school procedure for mid-phase admissions	4
4. The Admissions Procedure	4
5. Between Interview and Admission Day	4



1. Introduction

Riverside Primary School serves a very diverse local community. This community is continuing to evolve and change, particularly in light of the new school building and transformation to a primary school. In recent years new languages and cultures have emerged. Although a large part of the school population is stable, many other children and their families are mobile.

2. Definition

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

At Riverside Primary School we recognise that:

- All children are entitled to education and access to the whole school curriculum.
- Children may join the school for a variety of reasons.
- Some pupils who arrive during the school term may have experienced difficulties. This may include being homeless and in temporary accommodation, having attended several schools already and having a disrupted education, recently arriving from another country or being a refugee or asylum seeker who has fled from armed conflict and persecution.
- Parents and carers need to be welcomed and involved so we can teach children effectively.

We aim:

- To provide a warm welcome for children and their families, to reassure them that school is a safe and caring environment.
- To provide children and families with accessible information about the school and the curriculum.
- To ensure children with medical needs are properly assessed on entry to the school, particularly hearing and eyesight tests, and to ensure that the
- children's wider needs are addressed through co-ordination with school agencies and services.
- To record relevant information about a child's background and to access previous educational background where possible.
- To acknowledge and celebrate the skills and knowledge that new children bring to Riverside Primary School.
- To develop strategies to encourage new pupils to make friends and have positive peer support.
- To enable each child to make good progress and participate in the curriculum at an appropriate level.



3. **Whole school procedure for mid-phase admissions**

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

4. **The Admissions Procedure**

- A member of school staff will contact parent/carer with 5 working days of school being notified of new admissions
- Pre-admission's meeting with parents or carers
- Families will be welcomed by the Office Staff and meet with a member of the Senior Management Team and the Pastoral Manager if available.
- Child/family information is recorded
- Children will be given a date to join the school

The following information should be completed at the Admissions Meeting:

- Preferred name ascertained
- Visits permission form completed
- Home School Agreement discussed and signed
- Free school meals form, if appropriate, is completed
- Medical needs
- Access to previous school records
- Family provided with School Prospectus (with information about uniform, PE Kit, use of ICT, local visits, clubs etc.)
- Tour of school
- Child to meet class teacher

5. **Between Interview and Admission Day**

- The Member of SMT informs the class teacher of the child's needs, of the admission form and any additional notes made during the Admissions Meeting
- Class teacher prepares the class and the classroom for a new arrival (team and allocate seat and label tray, provide pencils and necessary resources, talk to the class about the new pupil)
- Senior Management to support the class teacher in planning for and assessing the new arrival
- Senior Management will contact previous school to ascertain if there are any Safeguarding, SEN or Attendance concerns.



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Admission Day

- Child and family welcomed by teacher who will bring the child to their class
- Class 'buddies' appointed to welcome and support new arrival
- Office staff enter new pupil on school role
- Office send for previous school records including Child Protection letter

Two weeks after arrival a member of SMT meet with new pupil and review actions

SMT

- Maintain the welcome displays and multilingual information in the school entrance
- Support the Head of School in welcome meetings
- Welcome children and families on the admission day (Monday)
- Maintain a record of newly-arriving pupils
- Monitor how new arrivals have settled into school and maintain appropriate records in liaison
- Liaise with class teachers on the progress of new arrivals
- Plan activities and interventions to support the pastoral needs of new-arrivals
- Develop effective ongoing communication with children and families
- Address wider needs of new arrivals by making referrals to other agencies and services in conjunction with the Class Teacher, and SENCO
- Attend in-service training to support professional development needs identified by self and school management

SENCO

- Monitor how new arrivals have settled in and maintain appropriate records in liaison with the office staff
- Liaise with class and support teachers on the progress of new arrivals
- Develop effective communication with children and families, drawing in interpretation services where required
- Arrange a mother tongue assessment if there are concerns about a child's

Class Teacher

- Read the pupil's admission form
- Organise a 'Buddies System' (ensuring peers have the skills to be class buddies) so the new child is well supported
- Ensure the class is a safe and welcoming place for the newly arrived pupils by; preparing books, tray and equipment as appropriate, helping the child to learn class routines, rules and expectations, preparing the class for the new child. Interpreters can provide dual language labels.
- Ensure collaboration with the SENCO that appropriate resources and strategies are adopted for accessing the curriculum.
- Acknowledge child's previous learning, achievements, experiences and culture.



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- Build on and extend child's achievement and be familiar with any induction assessment.
- Liaise and refer to other agencies as appropriate
- Ensure all staff working with the child are fully informed.
- Work with the SENCO to assess the child.

Useful strategies for use initial weeks to help new arrivals settle in

The following list is by no means comprehensive, but includes activities that schools have found useful in settling new arrivals in and making them feel more secure.

- Staff use friendly and affirming body language and gestures.
- Organise Trio Buddies system, where the pupil has a peer from the same/similar background and a peer with good communication skills.
- Tour of the school to introduce key areas.
- Staff able to speak a few words in child's home language.
- Teach new arrival with no English basic survival language e.g. toilet, yes/no, hello, I do not understand
- If possible display the child's language and culture in the classroom through books, visuals and labels
- Provide dual language books (check that the child is literate in their first language where possible)

Assessment of the attainment and progress of new arrivals

Assessing English

For pupils at the very early stages of learning English, an assessment will be made of the attainment of EAL pupils in the early stages of language acquisition. Either the EMA teacher or class teacher should do the assessment. If the EMA teacher completes the assessment, they should share this information with the class teacher. The information should then be recorded on the class attainment profiles and added to the school's tracking records. Children whose first language is English should participate in class assessments. 5



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Appendix 1

The Role of the 'Buddy' in helping a New Child

As part of the admission interview a new child will be taken to meet their class and teacher in their classroom. At this point two children will be chosen to be the new child's buddies and will be introduced to the child.

These children will have a particular responsibility for looking after the child during his or her first few days.

Buddies will:

- Greet the child in the playground on his or her arrival at school on the first day.
- Show the child where to line up to be collected by the teacher.
- Show the child around the school making sure they know: where to have lunch; where the toilets are; where the water fountains are.
- Make sure the child is invited to join games and activities at play times and lunch times.
- Help the new child to obtain help from an appropriate adult if it is needed at any time during the school day.
- Buddies will continue with their responsibilities until the child has become settled and established their own friendships with peers.



Appendix 2

Checklist for class teachers

Have you

- Read the admission form?
- Labelled a tray (and coat hook) with the pupil's preferred name, ensuring it is correctly spelt?
- Prepared and labelled exercise books?
- Considered where the child will sit and in which groups he/she will work in?
- Talked to your class about welcoming pupils new to the class? Have you informed them of children due to arrive?
- Placed the child with a friendly helpful 'Buddy' who can help them during play and lunchtimes? 'Buddies' can also help children become familiar with classroom routines.
- Familiarised yourself with the child's recent history and experiences, which may include being a refugee, homeless or other difficult circumstances? What is the child's current living situation? Does the child have any siblings or relatives in the school?
- How well does the child function in English? Have you discussed any concerns with the SENCO?
- Looked at the child's record from previous schooling (if available) and considered how to build on previous achievements? Is the child new to schooling?
- Made contact with the child's family? Are there any concerns that you need to discuss with them at an early opportunity? Have parents / carers had an opportunity to share their own concerns?
- Referred any health concerns to the appropriate person