



Prince of Wales Primary School

Pupil Admission and Induction Policy

INTRODUCTION

This induction policy is for all pupils that begin at Prince of Wales after Reception or midway through the Reception year.

Often at Prince of Wales we have pupils entering after the start of their Reception year.

This high mobility rate presents the following challenges for the pupil, their parents and the school:

Changing schools can impact negatively on a child's academic and social progress. They may have difficulty adapting to different expectations in terms of their learning.

Making new friends and settling into a new school can be an overwhelming prospect for children. Parents may worry about disrupting their child's education and be unsure about the best way to help them.

Practical arrangements for the induction of new children take considerable teacher time and the arrival of new children disturbs established friendship groups and can lead to an unsettled period for groups of children.

We hope that by working with families through our induction process ensures children settle quickly into Prince of Wales.

The Induction Process

As part of our induction process there is an opportunity to access support from Learning Mentor team, Lead TA, PSA and EMA TA as appropriate.

The main elements of this process will be to:

- Collect as much information as possible prior to admission.
- Only admit pupils at the beginning of a school week – pre visits may be arranged prior to the official start day.
- Provide an opportunity of support for each pupil admitted.

Prior to Admission

Parents will be encouraged to visit the school with their child prior to admission, complete forms and receive a tour of the school.

At times a home visit will be made by key staff that will be involved in the support and induction of the child.

The office staff will contact the child's previous school to gather information informally.

All legal documentation and Pupil Premium forms must be received by the school before a pupil can start.

Requests for pupil records will be made promptly once the pupil has started.

Afternoon visit

Support on the first afternoon will generally include:

- Identifying two "buddies" for the child.
- Label and organise personal resources and show where classroom resources are kept.

First couple of weeks

Listening to the child read and establishing a baseline

Maths assessment

Collect school record sheets and prepare/update to support the class teacher

First half term

Children will have a meeting with Lead TA and PSA to see how they are settling in.

Parents will be invited for an initial parents evening.

The Learning Mentor team will monitor the child and ensure that he/she is settling well, especially at unstructured times such as break time.