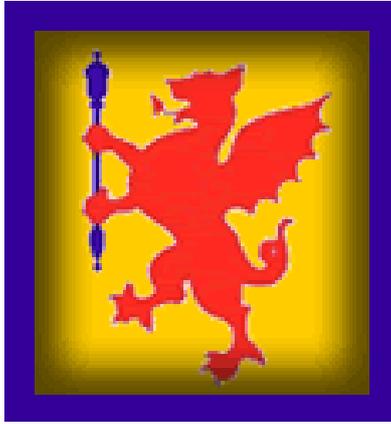


ILCHESTER COMMUNITY PRIMARY SCHOOL



Pupil Induction Policy

Date: December 2012

Review Date	Signature	Designation	Date
December 2015			

Rationale

With up to 70 pupil movements each academic year and children often arriving at short notice, we recognise the importance of effective induction to school; to enable children to bed in quickly and to minimise any dips in progress on transition.

Purposes

Our school's induction process has been designed to make a significant contribution to the well-being of the child, to rapidly identify learning needs and to enable each and every child to make progress against a broad range of outcomes (Every Child Matters).

Roles and Responsibilities

The Governing Body

In setting class sizes and staffing structures, including support staff, the Governing Body is aware of the potential effects of mobility and the change of numbers in any cohort mid-year. The Governing Body allocates resources, financial and human to mitigate the negative effects of high mobility.

The Headteacher

The Headteacher, where possible, meets with all parents and children prior to them starting at school. In his absence he arranges for a member of the senior team to meet with the family. Following this meeting the Headteacher liaises with the Team Leader to discuss appropriate class placement and informs the School Administrator.

The School Administrator

The School Administrator liaises with SCC to plan for admission dates for new pupils. The School Administrator is responsible for the transference of school records, both electronic and paper based. The School Administrator passes all records to the new class teacher. The School Administrator makes sure that the parent has a School Admissions Pack which provides all relevant information about the school and includes Admission / Permission forms to be completed and returned to the School Administrator.

The Class Teacher

The Class Teacher prepares for the arrival of the new child by ensuring that books, tray and peg are labelled. Where possible the Class Teacher has sight of records in advance. On receipt of records the school teacher makes records available to the Inclusion Leader where relevant.

The Class Teacher ensures that informal contact is made with the new parent at the end of the first day. The Class Teacher always arranges an appointment with the new parent after a period of ten days; this should be set in the first two or three days. The aim of this meeting is to share thoughts as to progress in both settling in and also curriculum information. Concerns from parents and school can be discussed at this meeting and where necessary a further meeting planned.

Assessment

On the first day the Class Teacher ensures that the new child reads to a teaching assistant and is given an appropriate reading book.

Within the first week (but not the first two days) the Class Teacher ensures that:

- The new child undertakes a number based Rising Stars Assessment.
- A Reading Comprehension Assessment (KS2) / phonics check KS1 and where relevant KS2.

Buddies

The class teacher is responsible for assigning a buddy to the new child. This buddy should be chosen in advance and should be in school for 8.40am / 8.45am on the arrival day of the new child to help welcome them to our school. Buddies should be planned according to what we already know about the incoming child. On the first day the buddy's responsibilities include:

- A tour of the department.
- Making sure that routines are known: class, break and lunchtime.
- Making sure that the new child is included at break time.

At the end of the first day the Class Teacher spends time with the new child and buddy to assess how the day has been and plans accordingly.

The buddy stays in place for the first ten school days and remains responsible for including the new child in school life. Regular chats between Class Teacher and buddy monitor progress against induction objectives.