



Mid Phase Admissions Policy

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Winsor Primary School

Mid Phase Admissions Policy

Introduction

Winsor Primary School serves a very diverse local community.

Although a large part of the school population is stable, many other children and their families are mobile.

Definition

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

Rationale

At Winsor 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 and 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 Winsor 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.

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.

The Admissions Procedure

- The Attendance and Admissions Officer sends out a request letter for parents or carers to attend an interview. (A second letter is sent out if there is no response to the initial letter).
- If there is no response at the home address, a CME form is completed and sent to the responsible person at the LA.
- Pre-admission's meeting with parents or carers.
- If the parent/ carer decline a place, a letter will be sent to the LA for further action.
- Families will be welcomed by the Office Staff and meet the Attendance Admissions Officer and Family Support Worker.
- Child/family information is recorded.
- Children will be given a date to join the school.

In addition to relevant proof of eligibility and identity being confirmed, 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.

Between Interview and Admission Day

- The Attendance Admissions Officer informs the Class Teacher of details from the admission form as well as any specific needs or additional notes made during the Admissions Meeting.
- Class Teacher prepares the class and the classroom for a new arrival (allocate seat and label tray, provide pencils and necessary resources, talk to the class about the new pupil).
- A 'Class Buddy' is appointed to welcome and support new arrival.
- The SENCO is made aware of any specific needs. Where necessary, steps are taken to try to produce a care plan prior to the child being admitted - although it is accepted that this may not always be possible.

Admission Day

- Child/parents/carers welcomed by Learning Mentor who will bring the child to their class.
- Office Staff enter new pupil on school roll.
- Office Staff request the pupil's records from their previous school.

Staff informed about new arrivals at the first available Friday briefing meeting.

Family Support Worker

- Welcomes children and families on the admission day.
- Monitors how new arrivals have settled into school and maintain appropriate records in liaison with the SENCO/EMA Coordinator if required and in conjunction with parents.
- Liaises with class teachers on the progress of new arrivals.
- Develops effective ongoing communication with children and families.

EMA Coordinator

- Monitors how new arrivals have settled in giving language support if required.
- Liaise with Class Teachers, Learning Support Teachers and the Learning Mentor on the progress of new arrivals.
- Arranges a mother tongue assessment if there are concerns about a child's progress and liaise with Class Teacher, SENCO and SEN team as appropriate.

Class Teacher

- Reads the pupil's admission form.
- Ensures 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.

- Collaborates with the EMA Coordinator to ensure that appropriate resources and strategies are adopted for accessing the curriculum if required.
- Acknowledges child's previous learning, achievements, experiences and culture.
- Builds on and extend child's achievement and be familiar with any induction assessment.
- Ensures all staff working with the child are fully informed.
- Works with the EMA Co-ordinator to assess the child if required.
- Works with SENCO on any special needs.

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.
- Pupil 'buddies' allocated, preferably from the same/similar background.
- 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

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. 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.

Appendix 1

Dear Parent/Carer,

Invitation to Admissions Interview for your child:

We have been advised by the Education Authority that your child _____ has been offered a place at Winsor Primary School. Could you please attend an interview on _____ at _____ We will need to see proof of where you and your child live. We define your home as the address where the parent or carer is responsible for the local council tax and where child benefit is registered (for the child applying). Please complete the form enclosed and bring it along with you to the meeting along with the following documents:

- **Parents/Carers Passport or Identification Card and**
- **Current Council Tax statement/bill a tenancy agreement or rent book or**
- **Current Housing Benefit Entitlement letter or Child Benefit Entitlement letter and**
- **A current utility bill**

We also need to see proof of your child's date of birth:

- **Child's Birth Certificate.**

Your child will not be able to start school without proof of the above documents. It is important that you contact the school on the above number to confirm if you will be attending the interview. If you wish to refuse the offer please send an email to info@winsor.newham.sch.uk confirming the name of school your child is attending.

Yours sincerely,

Mrs Z Alexander
Attendance and Admissions Officer

Appendix 2



Welcome to Winsor Primary School

To the parent/carer of:

Head Teacher: Mr. James Dawson

Deputy Head Teacher: Miss L Hepple and Mrs A Kumar

Your child will be starting on: _____ 2016

School begins at 8:50am and finishes at 3:15pm

Please come to school in your full uniform as discussed.

If for any reason you are going to be late on any day, please inform us on:
0207 476 2323

If your child is absent for any reason, please notify the school on the above number, you can leave a message on option 2 when you call.

Your child's Class Teacher is

Your child's class name is

Your child's will be assigned a 'Class Buddy' to show him around the school during her first week at Winsor.

For P.E you will need a T-shirt, a pair of shorts and trainers or plimsolls.

If you need to speak to someone briefly in school, teachers and learning mentors are available in the school playground from 8:45am. Alternatively you can arrange an appointment with a member of staff.

Name of parent/carer	
Relationship to child	
Home address and contact details	
School last attended	
Other professionals working with the child, if known	
Any safety factors to take into account when visiting the family	
Any other information, e.g. Safeguarding concerns	

Dates and outcomes of the following:
Telephone call to parent/carer:
Home visit:
Enquiries with neighbours/friends:
Enquiries with other local authorities or schools:
Any safeguarding concerns
Any other information:

Section 3: FOR OFFICE USE ONLY

CME Team checks	Y/N N/A	Date	Notes
Carefirst			
Childview			
Council Tax and Benefits			
Housing			
Police			
Home visit			
S2S lost pupils d/base			
Other LA/ CME officers contacted			
Other Schools			
SAO initiated			
GPs/Hospitals/HV as appropriate			

Appendix 4

Refusal of school place offer (to be sent when parent contacts school)

To the parents/carers of:

Dear Parents/Carers,

Thank you for informing the school (by telephone) that you wish to decline the offer of a school place, and I am writing to inform you that this information will be forwarded onto the Education Authority for further action.

May I now ask you to inform the school of what alternative arrangements you have made for your children's education. I must also inform you that any future allocation of a school place may be further from your home address.

I am obliged to inform you that under the 1996 Education Act parents have a legal duty to ensure that their child/ren attend school regularly and punctually. Failure to do so could result in legal proceedings being instigated against you in the Magistrates Court.

Yours sincerely,

J. Dawson
Head Teacher

Appendix 5

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 their new Class 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:

- Introduce themselves to the new pupil and learn his/her name.
- Help the student learn important words we use in school every 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 6

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 EMA teacher?
- 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 parents/ carer? 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?
- Spoken to the SENCO about any concerns?