

Policy title	:	Mid-Phase Admissions Policy
Date approved	:	September 2018
Review date*	:	September 2020

\*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and re-circulated.

## Introduction

Tollgate Primary School serves a very diverse local community. At the present time over 44 languages are spoken by children at Tollgate. We are a resourced school for Autism.

Although a large part of the school population is stable, many other children and their families are mobile. Approximately 3% of the school roll has joined the school mid-phase this year.

## Definition

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

## Rationale

At Tollgate 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 an asylum seeker who has fled from armed conflict or persecution.
- Parents and carers need to be welcomed and involved so that we can teach children effectively.

## Aims

At Tollgate we aim to:

- Provide a warm welcome for children and their parents/carers who arrive mid-phase, reassuring them that our school is a safe and caring environment.
- Provide children and families with effective multilingual information about the school, curriculum and the local area.
- Ensure that children are fully assessed upon entry to the school. These may include; medical, first language development, special needs, English as an additional language, numeracy and literacy assessments.
- Record relevant information about a child's background and previous educational experiences including seeing their previous school report.
- Acknowledge and celebrate the skills and knowledge that new children bring to the school.
- Ensure that children's wider needs are addressed through co-ordination with other agencies and services including The Language Shop, Social Services, School Counsellor, Child and Family Consultation Service, School Nurse and the Newham Health Advocacy Team.

- Develop strategies to encourage new pupils to make friends and have positive support from their peers.
- Enable the child to participate in the curriculum at an appropriate level.
- Provide specific support and a range of strategies to all children including those on the Autistic Spectrum.

### **Safeguarding**

We will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. We also understand that where we have any concerns about a child's welfare we will take all appropriate action to address those concerns by working in full partnership with other agencies.

## **WHOLE SCHOOL PROCEDURE FOR MID-PHASE ADMISSIONS**

An agreed whole school procedure for mid-phase admissions is implemented. This 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.

### **School Office Staff will:**

- Welcome families who visit the school to enquire about a school place.
- Direct Main School families to a local service centre or the Internet.
- Inform families of the age to place their child on the school Nursery Waiting List.
- Place all new children on the school's database system when the child starts school.
- Contact previous school where possible.
- Advise families of procedures if they need to transfer to another school.
- Inform families when a school place is available and arrange a date and time for the school admission interview.

### **The Family Centre Staff will;**

- Complete the *Pupil Admission Form* with parents, carers and an interpreter where necessary. This will include asking permission for their child to use the Internet, having their photograph taken and to attend educational visits.
- Help families to complete the Home-School Agreement booklet.
- Inform families of the pre and after-school clubs for children, the Family centre, the Parent/Toddler groups, adult classes and how parents/carers can be involved in school.
- Provide where applicable; Curriculum information, Advice on the British Education system, Advice on how to help their children with homework, Information on how to become a School Governor, Attendance and Local Community information. Support regarding Refugee, Asylum and Traveller families. Family support for children suffering from autism. Housing support. This information is available in a range of languages via The Mid-phase Admissions Co-ordinator.

### **The Mid-Phase Admissions Co-ordinator will:**

- Ensure information about new arrivals is disseminated to class teachers and the Inclusion Team.
- Make contact with the child's previous school, if necessary, to gather further information.
- Arrange a further meeting with parents/carers once the pupil has been in school for a few weeks if necessary.

**Class teachers will:**

- Ensure that the learning and pastoral needs are met by;
  - making sure that the *Welcoming new arrivals into class: A checklist for the Teacher* is read.
  - acknowledging children's previous learning, achievements, experiences and cultural backgrounds;
  - building on and extending children's existing progress and achievements;
  - disseminating information to classroom assistants;
  - liaising with the Learning Mentor and the Inclusion Team as appropriate.
- Ensure that the class is a safe and welcoming place for all new children by;
  - preparing a coat peg, tray, and exercise books labelled in the same format as other pupils, before the child starts;
  - preparing the class for new arrivals;
  - employing the skills of class peers to welcome children through 'buddy' activities- considering language, behaviour, gender etc;
  - introducing child through 'buddy' to staff;
  - helping children to know class routine, school routine, class contract and behaviour expectations.

**The Learning Mentors will:**

- Welcome children and families on the admission day.
- Liaise with class teachers and the Mid-Phase Co-ordinator on the progress of new arrivals.
- Liaise and refer to the Inclusion Team as appropriate and in consultation with class teachers.
- Develop effective ongoing communication with children, families and the community.
- Attend training to support professional development needs.

**The Inclusion Team will:**

- Consult the *New Pupil Admission Forms* and record the relevant information.
- Contact immediately all outside agencies if applicable.
- Liaise with Inclusion Team at previous school.
- Liaise immediately with class teachers when a child arrives with identified Special Educational Needs.
- Assess all mid –phase arrivals in Literacy and Numeracy.
- Ensure that new EAL pupils are assessed and assigned a level of English within three weeks of arrival.
- Advise class teachers on strategies and resources for accessing the curriculum.
- Advise staff of suitable training regarding new arrivals.
- Ensure Buddy Training and the welcoming of new arrivals forms part of the class/PHSCE/Citizenship curriculum.
- Track and monitor the progress of mid-phase admitted children. If little progress is made after two terms, children will be targeted for support and further assessments.
- Maintain the provision of multilingual information where appropriate, regarding any new school information.
- Advise parents again of available Community and After- School activities that will support children's learning.
- Arrange formal and informal meetings with families and other agencies where appropriate.

