



Tenterden Infant School

'Together, we learn, grow and flourish'



Tenterden Church of England Junior School

'With God as our companion, we learn, grow and flourish'



Tenterden Primary Federation

In Year Admission Policy

Updated: May 23

Date of last update: NA

Approved and Ratified:

Review due: May 26 (earlier if changes need to be made)

Tenterden Primary Federation is committed to safeguarding and promoting the welfare of children and their families within our school. As a Nurturing school it is key to us that the transition into a new school is successful.

The induction of all 'In Year Admission' children and their families is an important part of school life and is essential in maintaining and developing the ethos of the school including working in close partnership with our families to maximise stability, opportunities and educational outcomes for children. It is important that we invest time and effort to help each new child to settle quickly and happily into school whilst maintaining high expectations and standards.

Policy Aims

This policy aims to provide all children with a programme of structured support and guidance appropriate to their individual needs and circumstances to enable:

- a successful, confident and happy induction into the school;
- mutually respectful relationships with staff and peers;
- an informed, shared knowledge that facilitates individual, child centred provision and support for all needs
- all safeguarding requirements to be met

Roles and Responsibilities

The Head Teacher has overall responsibility for the induction of new children. This responsibility will usually be delegated to the Office Manager and Class Teacher.

Procedures: To be followed in full

All documentation to be kept together and held/passed onto the relevant lead when Stage 4 is complete

Appendix 1 (below) to be dated and signed as each part is completed. To be held by office until pupil begins and then stored with class teacher until end of the pupils second week. At this point, Appendix 1 to be passed to office, checked and stored in Pupil File.

Pupil Induction Checklist to be completed (Appendix 1)

Date process started:	
Child Name:	

Action	Lead	Date and Sign
<p>Stage 1.0 For In Year Admissions:</p> <ul style="list-style-type: none"> Parents/ Carers and Pupil invited for tour of the school. Tour to take place with member of SLT. In Year Admission form is checked by Office and Admissions informed. 	Office/SLT	
<p>Stage 1.1</p> <p>Head Teacher is informed of in-year application form and agrees that the induction process can begin.</p>	HT/ Office	
<p>Stage 1.2</p> <p>Induction/Information Pack given/sent to family by the office</p> <p>This includes:</p> <ul style="list-style-type: none"> A welcome pack Pupil data collection form Home-School agreement Code of Conduct for parents FSM/ Pupil Premium information Medical Information Safeguarding Procedures Early/ Late Birds provision <p>This needs to be completed, signed and returned. Signed forms to be added to pupil file.</p> <p>At this stage the child's birth certificate and proof of address need to be seen and birth certificate copied.</p>	Office	
<p>Stage 1.3</p> <p>Member of SLT requests transition information from previous school.</p> <p>If this is a known SEND child this request should be made by the SENCo.</p>	SLT	
<p>Stage 1.4</p> <p>School based discussion to take place regarding context of current cohorts and the most appropriate class for the new child.</p> <p>Start date agreed and shared with parents/carers.</p>	SLT Office	

<p>Stage 1.5 If necessary due to SEND need, social care involvement then a Home visit will also be carried out at this stage. Class teacher and SENCo/ FLO to attend. Welcome Pack to be discussed including:</p> <ul style="list-style-type: none"> • Term dates • Menus • Attendance policy • Uniform Policy • Behaviour policy • Safeguarding policy <p>Note: All of these documents are available on the school website, parents will be signposted to this.</p>	<p>Teachers SenCo/ FLO</p>	
---	---------------------------------	--

<p>Stage 1.6 Class teacher and key members of staff to meet child and parents/ carers. The purpose of the school based welcome meeting is to:</p> <ul style="list-style-type: none"> ✓ Develop mutually respectful and trusting relationships with parents/carers, the child, class teacher and teaching assistant ✓ Make arrangements to meet individual needs including welfare, SEN/D, medical and language provision as identified induction documentation e.g. Risk assessments and Care Plans ✓ Discuss and share year/class specific routines and timings and expectations including homework, PE, swimming, newsletters/current topics ✓ Share high expectations of behaviour, attendance, appearance and payment in advance on ScoPay ✓ Discuss use of Dojo ✓ Talk about BLP/ Growth Mindset- link to values ✓ Show drop off/ pick up arrangements ✓ Agree/highlight all Stage 1 as completed in full <p>Plan Stage 2: Induction to school depending on the child's individual needs</p>	<p>Class Teacher SenCo/ FLO</p>	
--	--------------------------------------	--

<p>Stage 2</p> <p>First Day</p> <ul style="list-style-type: none">• Class Teacher or Teaching assistant meets child on the gate/ reception and introduces the child to their named buddy• The named buddy shows the child their coat peg, bag storage, water bottle storage, exercise books and class based storage/organisation• Rules and routines are discussed• Check in with pupil after play and lunch to check they are settled and making friends.• Class teacher/ TA’s introduce themselves to parents/ carers at the end of the day if this has not already happened.• Safeguarding talk- trusted adult, lanyards and DSL poster• <i>Office to request CTF file from previous school</i> <p>End of First week</p> <ul style="list-style-type: none">• Phone call/ chat to parent/ carer about how the pupil is doing and answer any additional questions <p>End of Second Week</p> <ul style="list-style-type: none">• All induction paperwork highlighted, dated and signed and past back to office for filing.• Check in with child about how they are finding TPF <p>If a slower induction process is required, this MUST be discussed and agreed between the class teacher, SLT and parents/carers.</p>	<p>Office Class Teacher</p> <p>Office</p>	
<p>All of this will ensure that the:</p> <ul style="list-style-type: none">✓ Child separates happily from main carer✓ Child has an established relationship with a buddy✓ Child and parents/carers have positive relationships with the class teacher✓ Child has a developing friendship group✓ Child is enjoying school✓ Child is secure and confident within the classroom and wider school environment✓ Child will follow simple instructions such as ‘STOP’ /respond positively to adult direction✓ Child will follow the class and routines		

<p>Stage 3</p> <ul style="list-style-type: none"> ✓ All induction paperwork to be returned to the office after 2 weeks full time and stored in pupil file (Class Teacher) ✓ Induction process completed- office staff to check all has been signed and dated then Office Staff sign off & file all documentation. ✓ Baseline levels added to Target Tracker within 2 weeks of starting school ✓ Child has logins set up for all APPS required 	<p>Class Teacher and Office</p>	
--	---	--

End of Induction Process Date:	
Insert Name and Sign off as complete before filing in Pupils file:	