

St Patrick's Catholic Primary School



Policy for Mid-Phase Admissions

Date: July 2022
Review date: July 2024



St. Patrick's Catholic Primary School

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*We will strive for excellence for our children,
nurturing the Catholic faith as part of a
caring community.*

Introduction

St. Patrick's Catholic Primary School serves an increasingly diverse Catholic community. Although a large part of the school population is stable, a number of other children and their families are mobile. This means the community is continuing to evolve and change.

Definition

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

Rationale

At St. Patrick's Catholic 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.
- Parents and carers need to be welcomed and involved.
- Some pupils who arrive during the school term may have experienced difficulties previously which may include:
 - (a) being homeless and/or in temporary accommodation
 - (b) having attended several schools already and receiving a disrupted education
 - (c) having recently arrived from another country or being a refugee or asylum seeker

Aims

At St. Patrick's Catholic Primary School 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 information about our school, the curriculum and the local area.
- Ensure that children are assessed within three weeks of entry to the school in Literacy and Maths, and, if applicable, English as an additional language. Other assessments may include: medical, first language development and special needs.
- Record relevant information about a child's background and previous educational experiences.
- Acknowledge and value the experience, knowledge and skills that new children bring to the school.
- Ensure that children's wider needs are addressed through co-ordination with other agencies and services.

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

Whole School Procedure for Mid-Phase Admissions

This policy 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 school places
- Provide families with an application form and advise families that they also need to apply to the local authority for a school place
- Place the child's name on the waiting list as necessary
- Liaise with the local authority when a place becomes available
- Inform families in writing when a school place becomes available
- Prepare a welcome pack consisting of forms and materials needed prior to admission and send these to the family. This pack includes the Pupil Admission Form and the home/school agreement booklet.
- Liaise with the member of staff who will be holding a Welcome Interview with the family to arrange a date and time for the Welcome Interview and for school admission.
- Advise families who are eligible for free school meals of the need to notify the local authority and to support with this process as necessary
- Provide details of new admissions to the class teacher(s) at the earliest opportunity and advise them of the admission date
- Place all new children on the school's database system (SIMS) when the child starts school
- Advise IT technician of any new-arrivals in order for necessary arrangements to be made, including log-in details for computers
- Make contact with the child's previous school to obtain the necessary records.
- Advise families of procedures if they need to transfer to another school.

The member of staff holding the Welcome Interview will:

- Welcome and interview new families and children at a time as close to the admission day as possible. During the Welcome Interview a Mid-Phase Admission Information Sheet will be completed (Appendix 1). This information will be disseminated to class teachers at the earliest opportunity.
- Inform families of the pre and after-school clubs for children and how parents/carers can be involved in school and encourage new arrivals to attend clubs where appropriate as a means of integrating into school
- Make arrangements for the child's previous school to be contacted in order to obtain educational and any other relevant information
- Identify the family's wider needs, where appropriate and signpost family to relevant agencies and services if help is needed
- Liaise immediately with the Inclusion Manager and class teachers if a child joining the school has additional needs
- Monitor the settling in process for new pupils

The Inclusion Manager will:

Where there are concerns, or if a child has additional needs

- Liaise with parents/carers
- Ensure relevant records have been forwarded from the child's previous setting
- Liaise with the class teacher over provision for the child

Where English is an Additional Language

- Liaise with the class teacher over provision for the child, in particular strategies to support integration and language acquisition
- Where appropriate, arrange support in the form of interventions for new pupils at the early stages of English language acquisition.

Class teachers will:

- Read the Pupil Admission Form completed at the Welcome Interview
- Disseminate information to teaching assistants as appropriate
- Arrange to carry out baseline assessments in key subjects
- Acknowledge children's previous learning, achievements, experiences and cultural backgrounds
- Build on and extend children's existing progress and achievement
- As applicable, liaise with the Inclusion Manager, over the provision for individual pupils
- Ensure that the class is a safe and welcoming place for all new admissions by
 - (a) helping children to know class routine, school routine, class contract and behaviour expectations.
 - (b) preparing the class for new arrivals
 - (c) preparing a coat hook, tray, books and equipment as appropriate
 - (d) employing the skills of class peers to welcome children through 'buddy' activities considering language, behaviour, gender etc in order to support new arrivals in the initial two/three weeks of admission
 - (e) introducing the child through 'buddies' to staff
 - (f) where applicable, Introduce the new pupil to other children and adults who speak the home language where applicable same language
- Liaise with the IT technician to ensure the child has a computer log-in

Date: July 2020

Review date: July 2022

Signed _____
(Chair of Governors)

Date _____

Appendix 1 Mid-Phase Admission Information Sheet

Date of visit _____ Shown around by _____

Child's name	
Known as	
Year Group/Class	
DOA	

EAL – Yes/No
If yes:
Child's first language:
Is child fluent in first language?
Can child read/write in first language?
Language(s) spoken at home:
Is child fluent in English?
Can child read/write in English?

Current school:
DOA:
Reason for leaving:
Previous schools (if applicable):
Does child have any special needs?
Details of SEN
Does child have any medical conditions?
Details of medical conditions
FSM status

<p>Religion</p> <p>Have expectations of attending Mass, assemblies, joining in prayers etc been shared with parents/carers?</p>
<p>Special interests/hobbies</p>
<p>Any other information:</p>
<p>Who will be bringing child to school/collecting child from school?</p>

Previous school contacted	Yes/No	Date
Information provided:		
<i>Learning needs</i>		
<i>Other information</i>		
<i>Safeguarding information requested</i>	<i>Yes/No</i>	<i>Date:</i>
<i>Safeguarding information received</i>	<i>Yes/No</i>	<i>Date:</i>

IT technician notified	Librarian notified	KS1 data obtained	KS1 data added to tracker
Date	Date	Date	Date

Child to be assessed in school by _____ (date)			
EAL level (if applicable)	Reading	Writing	Maths