

# **Rosa Street Primary School**



Rosa Street  
Primary School

## **New Pupil Induction Policy**

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Review Date – December 2020  
Head Teacher – Mrs. H Ashton  
Governor – Katrina Page

A member of Cleves Cross Learning Trust



# **ROSA STREET PRIMARY SCHOOL PUPIL NEW PUPIL INDUCTION POLICY**

## **Introduction**

As a Rights Respecting school, Rosa Street Primary School recognises every child has the Right to an Education, in line with the United Nations Convention of the Rights of the Child. To ensure that we provide this as consistently as possible for every child that joins us, we have developed a new child induction policy. We hope that this will ensure that children who join our school can quickly access high quality academic and social experiences.

This Pupil Induction Policy relates to pupils entering the school at other than normal times. In our school the normal entry point would be at the beginning of Reception Class. In reality we have a very high proportion of pupils who enter the school at other times. This high mobility rate presents challenges for the pupil, their parents and our school:

- Changing schools can impede pupil's academic and social progress. They may have difficulty adapting to different styles of teaching and learning and it can take their new teacher a while to establish their strengths and areas for development. Making new friends and settling into a new school can be a daunting prospect for children.
- Parents may worry about the disruption to their child's education and be unsure the best way to help them.
- School will find target setting and tracking for each cohort more challenging when the children are constantly changing.

Practical arrangements for the successful induction of new pupils take up considerable teacher time and the arrival of new children in the class can often disturb established friendship groups and can lead to an unsettled period for groups of children, not just the new child. We hope that the measures outlined in this policy will help minimise the difficulties associated with mobility and ensure that pupils arriving at Rosa Street maintain their progress and settle happily into school life.

## **The Induction Process**

There will be an established set of procedures for induction and support - the main elements of this process will be to:

- Head teacher to meet both the child and parent/guardian prior to admission to collect as much information as possible about the child.

Where a child may have additional needs, further support will be discussed and agreed at this point

- A school tour and brochure will be provided outlining the key information about our school.
- The office staff will contact the child's previous school to gain transfer data and records promptly.
- On the first day at school, pupils are introduced to the main office staff who will then accompany the child to their classroom. Coat peg, tray and seating arrangements will be in place in the classroom ready for the child. A 'buddy' will also be identified within the class to support at playtimes and lunchtimes.
- During the first week in school the class teacher will liaise regularly on handover at the end of each day and offer support and reassurance as needed. This will also be a time when the class team of teaching assistant and teacher will work with the child to establish their reading abilities and mathematical understanding. They will also share the marking code and presentation expectations. A home-school reading book and reading record will be provided and parents will be advised of our home reading and homework policy.
- During the first two weeks of school, our Inclusion Support Advisor will meet with the child and discuss how they have settled in, whether they have any worries and follow-up on any questions they may have.
- Our Inclusion Support Advisor will also introduce herself to the family during the child's first two weeks at school. She will find out if the family need any further support at all with either school or home issues.