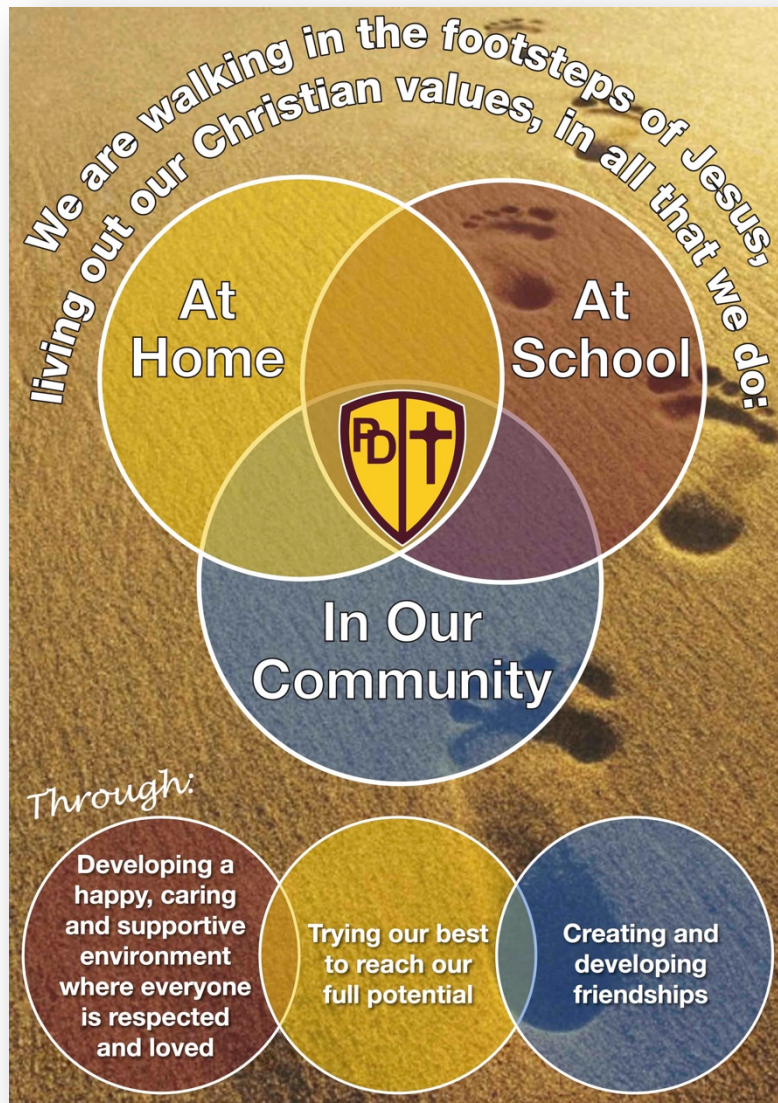


Parbold Douglas Church of England Academy

*Christo et Doctrinae
For Christ and Learning*



*INDUCTION POLICY - CHILD
REVIEW DATE: 2017*

Induction Policy for children transferring to our school

Starting at a new school generates a mixture of emotions for the child and their parents. It is crucial that we handle it carefully and sensitively.

The aims of this policy are:

- To help children develop, a sense of their own place within school and a sense of belonging to the school.
- To give new children and their parents opportunities to meet and get to know other pupils, parents and staff.
- To enable staff to have a full picture of child's ability and any gaps that need addressing
- To develop strategies to encourage new pupils to make friends by having positive peer support, enabling them to become integrated into the school
- To provide an effective admission and induction programme for all new children and their parents/carers.

Induction Procedure

A member of the SLT:

- Ensures parent is given Home School Agreement and reinforces key activities for which parental support is expected, e.g. homework and reading
- Other issues like school hours, uniform, dinner money, expectations and routines, PE, school activities and extended provision are discussed.
- Provides a copy of the School Prospectus
- Arranges taster day[s]

Taster Days

- Arrangements are made for the child to come in for one or two days. These must be agreed with staff involved before confirming dates with parents

Staff will arrange support on the first morning:

- Identifying a "buddy" for the child.
- A guided tour of the school and introductions to staff.
- Show where classroom resources are kept.
- Talk through the class timetable and routines and support the child with morning routines.

First Week Parent Meeting

At the end of the child's first week their parents will be invited to talk to the class teacher at the end of school. The child will usually be present.

This provides an opportunity to discuss how the child is settling and how they are progressing with their work.

During the first few weeks:

The class teacher:

- Makes a point of meeting the parents/carers at the beginning and end of the first day.
- Takes time to talk to the new arrival.
- Gives reading books to share at home.
- Involves the child in class routines , e.g. handing out books with another child
- Reads records from previous school [or chases up if have not arrived yet].

Assessment:

Within the first couple of weeks the class teacher arranges

- Reading assessment to establish a baseline and “best fit” reading group
- Child to complete a picture & writing “All About Me”.
- Maths assessment. NFER [appropriate age]
- Phonics and keyword Assessment [if necessary]

Target setting and recording:

Targets will be set from the assessment information within the first two weeks of arrival. These might include social or settling in targets. All targets are reviewed on a termly basis for a school year.

Support to be arranged if necessary.