



Mid-Phase Admissions Procedure

March 2024

This policy will be reviewed every 3 years
Last updated: March 2024
Next review: March 2027

Mid-phase Admissions Procedure

Introduction

Kensington Primary School serves a diverse local community. Although a large part of our school population is stable, many other children and their families are mobile. This means the school community continues to evolve and change.

Definition

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

Rationale

At Kensington 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. These may include being homeless or living in temporary accommodation, having a disrupted education due to attending different schools, arriving from another country recently, or being a refugee or asylum seeker who has fled from armed conflict or persecution.
- All parents and carers need to be welcomed and involved so that we can overcome any barriers and so that we can support and welcome children effectively.

Aims

At Kensington Primary School, we aim to:

- Provide a warm welcome for children and their families who arrive mid-phase, reassuring them that the school is a safe and caring environment.
- Provide the children and families with effective multilingual information about the school, curriculum and the local area.
- Ensure that children are fully assessed upon entry to 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.
- Acknowledge and celebrate the skills and knowledge that new children bring to the school.
- Ensure that the children's wider needs are addressed through co-ordination with outside agencies.
- 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.

WHOLE SCHOOL PROCEDURE FOR MID-PHASE ADMISSIONS

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

Initial Contact with School

1. Parents/Carers are contacted by the Office staff when a name has been received by Pupil Services.
2. Office staff to inform parents of what documentation to bring with them.
3. If place(s) are available, an interview is arranged for the following week (where possible).
4. Interpreter/Support is arranged if needed.
5. Where possible, contact the previous school for any relevant information.

Admission Interview

1. Interviews conducted by the wider leadership team.
2. Pupil Admission Form to be completed for each new pupil starting.
3. Documentation to show proof of address and pupil date of birth to be photocopied.
4. Family provided with relevant school information.
5. Detailed questions to be asked to understand the family and child better.
6. Key observations carried out to ensure all needs are addressed before the child joins school.
7. Tour of the school where parent and child are introduced to the year group team.
8. Parents/carers informed when the child(ren) will start school and which class they have been allocated.

Between Interview and Admission Day

1. The New Pupil Admission Form is copied and passed on to the class teacher.
2. Original placed on file.
3. Phase Leader to allocate appropriate class for the child
4. Induction/welcome organised by Phase leader, Class teacher and class.
5. Class buddies organised.
6. Books are to be prepared and ready for when the child starts.
7. Referrals to other service provider/agencies if appropriate.
8. Where necessary the Deputy Head teacher/ SEND lead to phone previous school.

Admission Day

1. Child/parents/carers welcomed by WSLT and taken around to new class.
2. Class buddies to welcome and support new arrival.
3. Office staff enter new pupil on school role.
4. Office to send for previous school records.

After Admission Day

1. Phase AHT, Class teacher and class ensure child is settling and feels welcomed.
2. Monitor and support new child during breaks and lunchtimes
3. Multilingual lead to carry out MLL assessment if appropriate.
4. All relevant staff to monitor and support pupil during their settling in period.

School Office staff will:

- Welcome families who visit the school to enquire about school places
- Provide families with school brochure
- Arrange support for different languages by asking relevant staff
- Arrange a date and time for the welcome interview
- Provide families with contact details of other schools in Newham if places are not available at Kensington

Class teachers will:

1. Ensure that the learning and pastoral needs are met by:

- making sure that the New Pupil Admission Form is read
 - acknowledging children's previous learning, achievements, experiences and cultural backgrounds.
 - building on and extending children's existing progress and achievement.
 - disseminating information to classroom assistants.
 - liaising with relevant staff as appropriate.
2. Ensure that the class is a safe and welcoming place for all newly arriving children by:
- preparing a coat hook, tray, books and equipment as appropriate;
 - helping child to learn class routines, rules and expectations;
 - preparing the class for new arrivals;
 - employing the skills of class peers to welcome children through buddying activities;

The Wider Leadership Team will:

- Carry out the welcome interviews, as and when needed.
- Welcome children on the admission day.
- Monitor how new arrivals have settled into school and maintain appropriate records.
- Liaise with class teachers on the progress of new arrivals.
- Plan activities to support the pastoral needs of new-arrivals.
- Develop effective ongoing communication with children and families.

The Multilingual Lead will:

- Ensure that newly arriving multilingual pupils are assessed and assigned a stage of English within two weeks of arrival if appropriate.
- Advise class teachers on strategies and resources for accessing the curriculum.
- Assign Multilingual Phonics group and New Arrival group if that is required.
- Liaise promptly with class teachers when a child arrives with identified Special Education Needs
- Liaise with previous school as and when appropriate