

St Patrick's Catholic Primary School



Mid-Phase Admissions Policy

Date: July 2022

Review Date: July 2024

St Patrick's Primary School

Mid-Phase Admissions Policy

We strive for excellence within a caring and diverse community, nurturing the Catholic faith, respecting each other, living, working and growing together as part of God's family.

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 _____

Date _____ (Chair of Governors)

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

Religion

Have expectations of attending Mass, assemblies, joining in prayers etc been shared with parents/carers?

Special interests/hobbies

Any other information:

Who will be bringing child to school/collecting child from school?

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

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