

Pupil Induction Policy.

In order to Raise Achievement:

We at Kenmore Park Infant & Nursery School like to ensure all our children get the best start possible particularly those children that start mid-term.

We do our best to ensure that the children feel like they are in a safe, pleasant, supportive and welcoming environment.

We do our best to acknowledge where the children have come from and recognise that this may sometimes have implications on their settling in.

We believe by valuing and representing the language and cultural diversity of all our children, we are enhancing learning, raising awareness, raising self-esteem and confidence.

(UNCRC Article 28: Every child has the right to an education)

Admissions and Background Information.

We believe it is important to collect relevant background information on the pupil's educational experience and linguistic history, in order to activate a precise assessment on entry.

Admission of Nursery and Reception Pupils.

We follow the London Borough of Harrow admission criteria for nursery admissions and rising fives (refer to Appendix 1 Admission Criteria for Nursery & Rising Five Places at Harrow Primary Schools). Nursery and Reception pupils are admitted into school in September.

Parents will be sent a letter confirming their child's place in the school in the May before their child starts school. This applies whether the child is due to start in September or in the following January.

Parents are invited to an induction meeting during the term before their child starts school. At this meeting parents can discuss any issues that concern them and ask any questions about the school with both the head and class teacher. In Nursery a meeting takes place prior to the child starting school and the children are visited at home. In Reception there is an additional parent consultation questionnaire.

At the induction meeting parents collect their information packs which include the school induction forms and references to key school policies and guidelines.

The children visit the school and have the opportunity to spend time with their teacher before starting school.

The children start school over the first three weeks of term. We stagger the starting time of each child over this period, so that the teacher can welcome each child individually into our school. We encourage parents to stay if there are problems with the child's admission.

Admission of Children New to the Country.

1. An admission interview is carried out, where an admission form is completed in consultation with the parents or guardian. This is done by Headteacher or Admin staff in the Headteachers' absence or bilingual staff if parents require a translator. This form will

It will provide information on:

- Child's name/age/date of birth/refugee or asylum status if applicable
- Families in receipt of income support if applicable
- The child's educational background
- Level of oracy and literacy (both in English and in First Language)
- Country of origin (experiences the child may have had)
- Siblings, ages and classes they may have been placed in
- Any medical information
- Any dietary restrictions
- Does the child attend a community language school
- Mum/Dad/Carers' first language, other languages spoken and written languages in the home.
- Any identified learning needs or disabilities
- Housing status/situation

See attached copy of form.

As these issues can be sensitive, it is important to build a good trusting relationship with the parent or guardian right from the start. A further follow-up appointment is arranged two weeks later, to inform parents of how their child is settling in and to discuss any concerns.

2. An informal assessment is carried out by the EMAS staff, together in consultation with the class teacher and Inclusion Manager, who will assess level of literacy, reading, writing and basic numeracy skills. The EMAS team can then suggest strategies for use with the child and also make setting arrangements (if applicable).
3. The child will be shown around the school and made aware of where the toilets and cloakroom are and then taken to their classroom and introduced to the class teacher.
4. The child will be paired with a "buddy" (refer to buddy guidelines attached). The "buddy's" job will be to look after the child on admission until the child has developed confidence and make their own friendship groups.

Settling In Interview.

After a four to six week period the parent or guardian of an EAL child in need of support will be invited back to school to discuss with the class teacher and EMAS teacher/home language support teacher (where possible) how the child is settling in and receive feedback on the child's induction.

Ways in which the parents or guardian can support their child with their learning at home will be suggested to them at this meeting.



The meeting could also be used to discuss how they could support the school or teacher.

Signed: James Snowden

Date: September 2016

Ratified by the Governing Body: 12th October 2016

Date of next review: Sept 2018.



Appendix 1

Kenmore Park Infant & Nursery School

PUPIL ADMISSION FORM

PRE-ADMISSION QUESTIONS:

Surname: First Name:

Date of Birth: / /

Are you the parent/carer? Yes No

If not are you a family member of friend, please indicate relationship to child:

.....

Can parent/carer speak English? Yes No Read/write English? Yes No

What is the home language?

Is the child newly arrived in the UK? Yes No Date of arrival: / /

Has the child had any previous schooling in the UK? Yes No

If yes – name of previous school:

Who will attend the admission interview?

Any other relevant information?

.....

ADMISSION INTERVIEW:	DATE:
	TIME:
Year Group:	No of terms attended:
Expected date of Admission: / /	
Parents Names: Father - Mr	
Mother - Mrs/Miss/Ms	



Address: Home Telephone No: Work Telephone No: Mobile No: Email Address:	Former Address:
Birth Certificate Seen:	Yes <input type="checkbox"/> No <input type="checkbox"/>
Position in Family:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Oldest → → → → → → → → → → Youngest Name: _____ DOB: _____ Name: _____ DOB: _____ Name: _____ DOB: _____ Name: _____ DOB: _____
Eligible for Income Support?	Yes <input type="checkbox"/> No <input type="checkbox"/> (proof seen)
Meal:	Free School Meal <input type="checkbox"/> Packed Lunch <input type="checkbox"/> Hot Dinner <input type="checkbox"/>
Admission No:	UPN:

HEALTH BACKGROUND:

Are there any medical conditions we need to know about:

	No	Yes	Details
Breathing			
Toilet			
Hearing			
Speech			
Sight			
Heart			



Allergies			
Special Diet			
Hospitalisation			
Any health professionals involved?			
Early experiences? Significant events?			

Who lives at Home?

Any health professionals involved in the family?
(e.g. Health Visitor, Paediatrician, Nurse, Occupational Health, Speech and Language Therapist etc)

NATIONALITY:

Pupil Nationality:

Place and country of birth: Father: Mother: Child:
.....

If not British, then how long has child been in the country?
.....

ETHNICITY:

Ethnic monitoring: *Our ethnic background describes how we think of ourselves. This may be based on many things, including, for example, our skin colour, language, culture, ancestry or family history. Ethnic background is not the same as nationality or country of birth.*

White:

- British
- Irish
- Gypsy/Roma
- Traveller of Irish Heritage
- Any other White Background

Mixed race:

- White/Asian
- White and Black Caribbean
- White and Black African
- White and Asian
- Any other mixed background

Asian:

- Indian



- Pakistani
- Bangladeshi
- Any other Asian/Afghan background

Black or Black British:

- Caribbean
- African
- Any other Black background

Chinese

Any other Ethnic background:

Religion:

- Christian Please specify:
- Roman Catholic
- Orthodox
- Jehovah's Witness
- Hindu
- Jain
- Jewish
- Muslim
- Sikh
- Other Please specify:
- No Religion

Refugee Status: Yes No From which country:

.....
(A person who has been forced to leave their country in order to escape war, persecution, political, religious or natural disaster.)

Asylum Seeker: Yes No From which country:

.....
(A person who has left their home country as a political refugee and is seeking asylum in another country and is someone who has applied for asylum and is waiting for a decision as to whether or not they are a refugee.)

LANGUAGE INFORMATION:

What is the first child's language:

What language(s) do the parents/carers/adults/relatives speak to each other:

Which language do the parents/carers read/write:



What language do the parents/carers/relatives speak to child:

What language does the child use to speak to parents/carers/relatives:

What language(s) do the children use to one another:

EAL – when did he/she start to learn English:

PREVIOUS EDUCATION:

Is the child learning to read/write on their own: Yes No Language:

Is the child able to read/write on their own: Yes No Language:

Has the child had extended period of time in their own country: Yes No

Did he/she have any education in a previous country: Yes No

When did he/she start nursery/school in this country:

How many schools has the child attended in the UK: (Please list in order and if possible the name, dates attended and when the child left).

Name of School	Date attended	Date left

Does the child attend any supplementary school/classes in own language: Yes No

If yes where/when:

Previous School Progress:	No	Yes	Details
No Learning Difficulties Is there an IEP (Individual Education Plan)?			
Was any extra help given?			If yes, state the amount of time and nature of the extra allocated help?
Relationship Difficulties			



Any professionals involved? SALT/EP/OT/CAHMS etc			
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Child's strengths and weaknesses:

- a)
- b)
- c)
- d)
- e)

Hobbies and outside interests:

- a)
- b)
- c)
- d)
- e)

Anything else you would like to tell us that would help us help your child?

Any information you provide will be used solely to compile statistics on the school careers and experiences of pupils from different ethnic backgrounds, to help ensure that all pupils have the opportunity to fulfil their potential. These statistics will not allow individual pupils to be identified. From time to time the information will be passed on to the Local Education Authority and the Department for Education and Skills (DfES) to contribute to local and national statistics. The information will also be passed on to future schools, to save it having to be asked for again.)