



Mid Phase Admissions Policy

Author(s)	Ms T Elu and Ms A Greyling
Last Review Date	March 2023
Ratified by Governing Body	
Next Review Date	March 2025

Introduction

New City Primary School serves a very diverse local community. At the present time over 45 languages are spoken by children at New City. Although a large part of the school population is stable, many other children and their families are mobile.

Definition

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

Rationale

At New City 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. This may include being homeless and in temporary accommodation, having attended several schools already and having a disrupted education, recently arriving from another country or being a refugee or an asylum seeker who has fled from armed conflict or persecution.
- Parents and carers need to be welcomed and involved so that we can teach children effectively.

Aims

At New City 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 multilingual information about the school, curriculum and the local area
- Ensure that children are fully assessed upon entry to the 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 including seeing their previous school report
- Acknowledge and celebrate the skills and knowledge that new children bring to the school
- Ensure that children's wider needs are addressed through co-ordination with other agencies and services where needed through the help of the Inclusion Lead and Pastoral team.
- 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.
- Provide specific support and a range of strategies to all children including children with Special Educational Needs.

Whole School Procedure for Mid- Phase Admissions

An agreed whole school procedure for mid-phase admissions is implemented. This 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 Admissions officer will:

- Inform families when a school place is available and arrange a date and time for the school admission interview.
- Conduct the school admission interview with the Inclusion Lead present.
- Welcome families who visit the school to enquire about a school place.
- Inform families of Nursery age to place their child on the School Nursery Waiting List.
- Place all new children on the school's database system when the child starts school.
- Contact previous school where possible for more information where required.
- Advise families of procedures if they need to transfer to another school.
- Complete the Pupil Admission Form with parents, carers and an interpreter where necessary. This will include asking permission for their child to use the Internet, having their photograph taken and to attend educational visits.
- Help families to complete the Home-School Agreement Form.
- Signpost the family to Parentmail, Marvellous Me, New City Primary School Website and any other relevant communication options with the school.
- Inform families of the pre and after-school clubs for children, after school provision, the Family Centre and how parents/carers can be involved in school

Class teachers will:

- Ensure that the learning and pastoral needs are met by;
 - acknowledging children's previous learning, achievements, experiences and cultural backgrounds
 - building on and extending children's existing progress and achievements
 - liaising with the Inclusion Lead and Pastoral team where appropriate
- Ensure that the class is a safe and welcoming place for all new children by;
 - preparing a coat peg and books labelled in the same format as other pupils
 - employing the skills of class peers to welcome children through 'buddy' activities considering language, behaviour, gender etc
 - introducing child through 'buddy' to staff
 - helping children to know class routine, school routine, class contract and behaviour expectations

The Pastoral Team will: -

- Welcome children and families on the admission day
- Liaise with class teachers and the EAL co-ordinator on the progress of new arrivals
- Liaise and refer to the Inclusion Team as appropriate and in consultation with class teachers
- Develop effective ongoing communication with children, families and the community
- Attend training to support professional development needs

The Inclusion Lead (including English as an Additional Language (EAL) support) will:

- Consult the New Pupil Admission Forms and record the relevant information.
- Contact immediately all outside agencies if applicable
- Liaise with Inclusion Team at previous school
- Liaise immediately with class teachers when a child arrives with identified Special Educational Needs
- Assess all mid –phase arrivals in English and Maths
- Ensure that new EAL pupils are assessed and assigned a level of English within three weeks of arrival
- Advise class teachers on strategies and resources for accessing the curriculum
- Advise staff of suitable training regarding new arrivals
- Ensure Buddy Training and the welcoming of new arrivals forms part of the class/PHSE/RSHE
- Track and monitor the progress of mid-phase admitted children. If little progress is made after two terms, children will be targeted for support and further assessments
- Maintain the provision of multilingual information where appropriate, regarding any new school information
- Advise parents again of available Community and After- School activities that will support children’s learning
- Arrange formal and informal meetings with families and other agencies where appropriate
- Ensure that an English Vocabulary starter pack is given to all 'New to English' pupils, on arrival.

Appendix – EAL Flow Chart

EAL FLOW CHART

