



## PUPIL INDUCTION POLICY

### INTRODUCTION

Our primary school rule is 'Be Kind' and we believe that in order for pupils to feel safe and happy at Thomas's they must be treated with kindness throughout the process of joining the school and making the transition between schools and classes. This policy sets out our aims and the practical ways in which we implement pupil induction and transition.

### AIMS

- To ensure that children have a smooth, anxiety-free transition between schools and classes
- To provide support for children to enable them to meet new experiences and unfamiliar situations with confidence
- To ensure that the school knows enough about the child, and the child and his/her parents know enough about the school so there are no barriers to full participation

### PROCEDURES

#### Reception

Prior to a child joining a Reception class, the parents have visited the school, met the Head of Lower School or member of the Senior Leadership Team and have received a parents' handbook and other literature. The child has visited the school and spent time with other potential pupils. The school has asked for references and information from the pupil's nursery school/kindergarten and has taken information from the parents on the child's interests and any special needs.

- To ensure open communication between feeder kindergartens/nursery schools, the Head of Lower School or member of the Senior Leadership Team visits them regularly and/or invites kindergarten heads to visit Thomas's annually.
- Parents are asked to complete an 'All About Me' booklet with their child which provides information about family, friends, likes, dislikes, etc
- A new children's event is held before the children start school. The children see their classroom, meet their class teacher and classmates. The parents are invited into the school to meet staff who can answer any questions and give out information.
- Reception children have a staggered entry; they attend for half days only for the first three weeks, except for one afternoon of baseline assessments which are carried out in small groups.
- Subsequently, those children whose birthday falls between 1<sup>st</sup> April and 31 August may leave early on Tuesday and Thursday afternoons for the rest of the Michaelmas Term

- Parents are invited to a ‘settling in’ parents’ evening in the week before the first half term
- Teacher and Assistant Teacher support is recognised as exceptionally important for Reception children as they are introduced to different subject teachers, classes in various parts of the school, the lunch system, etc.

### Entry at other ages

When a pupil transfers to Thomas’s from another school, every effort is made to ensure that the parents have visited the school, met key personnel and have received sufficient information to make an informed decision about joining the school.

- A new pupil will spend a half or full day with their new class before their first term.
- References are taken up from the previous school, generally prior to their visiting assessment day
- Parents are given a class list in order to be able to organise ‘play dates’
- The PTA rep is requested to contact the family and offer support
- Each new pupil is assigned a ‘buddy’ to help them settle in and find their way around
- The class teacher ensures liaison with the parents is effective in aiding the child’s transition

### Transition between classes

Each Summer Term, a ‘new classrooms morning’ is held during which children spend the morning in the classroom – and with the teacher wherever possible – they will have the following school year.

Assessment records are transferred between classes.

Each year, a ‘Syllabus Evening’ is held for parents so that they can meet the teacher(s) and learn about the plans for the year ahead.

### Special Educational Needs and Disability, Most Able, English as an Additional Language

Whether entering the school as a new pupil or transferring from one class to another in school, the needs of pupils are addressed through a scrutiny of records, discussion on pupil progress and particular concerns, and the provision of suitable IEPs or provision maps.

The SENDCo, Most Able Coordinator and the EAL Coordinator monitor pupils’ welfare, provision for their needs and their progress. They also liaise with staff and parents.

### MONITORING AND EVALUATION

This policy is monitored regularly by the Senior Leadership Team of each school to ensure that pupils’ and parents’ needs are being met.

**See also:** [Admissions Policy](#), [EAL Policy](#), [Inclusion Policy](#), [Most Able Policy](#), [SENDA Policy](#)

<b>This policy will be reviewed annually</b>			
Created: May 2011	By:	Jill Kelham, Vice Principal	
Latest Review: September 2017	By:	Joanna Copland, Vice Principal	Changes made
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