



INDUCTION POLICY

Date of last review February 2024

Date of next review February 2026

Policy type Non-Statutory

Review period Two Years

Committee School Improvement

Jesus said, 'I am the Good Shepherd... I know my sheep and my sheep know me.' John 10.14

Induction Policy for children who transfer to Bayford School

Our school vision

We are inspired to be a vibrant, joyful community in which we know and love one another, leading together and growing together by:

- Appreciating everyone and everything around us
- Making one another feel safe
- Sharing, so no one feels left out
- Living well together in love
- Moving forward together in hope

Introduction

Bayford School actively promotes a smooth transition for new pupils into the school. School life should allow every pupil an opportunity to learn and grow in safety and to fulfil their potential. This policy describes the procedures which Bayford School will adopt to help children who transfer from other primary schools to settle in quickly. Procedures for admission of children who join the Foundation Stage at standard admission times are set out in the Early Years Foundation Stage Policy.

Aims

- To encourage pupils and their parents to prepare themselves for the transition into Bayford School.
- To enable staff to have a more detailed knowledge of children joining Bayford School.
- To provide a warm welcome which will reassure parents and children that Bayford is a safe and caring environment.
- To gather and record information about a child's background and previous educational experiences.
- To develop strategies to encourage new pupils to make friends through having positive peer support and to get to know everyone at Bayford School as quickly as possible.
- To ensure that the child's learning needs can be appropriately planned for as soon as possible.
- To support new children to become fully integrated into the school.

Procedure for Admission

- Parent/carer (and child) visit the school, have a tour and meet the Headteacher.
- The child will be offered a place if there is space in the relevant year group.
- Parents are asked to complete relevant forms in a welcome pack.
- The Headteacher contacts the child's previous school.
- The child is invited to spend a day at Bayford prior to taking up their place.
- The class teacher meets with the parents at the end of the visit to give informal feedback on how the day went and to answer any questions.

- The class teacher prepares a tray, coat peg, set of exercise books and other materials as needed for the new child.

First Day

- The child is welcomed into the class and another child is asked to look after the new child for the day.
- The new child is encouraged to undertake the same activities as the rest of the class and the class teacher/ teaching assistant will adjust the level of the work as necessary.
- Other adults in the school, e.g. MSAs, are asked to keep an eye on the new child during the day.
- The secretary contacts the child's previous school to obtain their UPN number and to ask them to send on any records.
- The secretary obtains the child's previous assessment levels from previous school if appropriate.

First 3 Weeks

- The class teacher and teaching assistant carry out ongoing informal assessments of the new child and assign the child to appropriate groups/ differentiate activities as possible.
- The class teacher hears the new child read.
- The new child will sit the assessments with the rest of the class at the end of the half term (if these fall within their first 3 weeks at Bayford) or will be asked to take the most recent set of assessments which were undertaken by the class e.g. from the previous half term.
- The class teacher will speak informally to the parents/ carers to check that they are happy with how the child is settling in and will have a more formal meeting if necessary to discuss any concerns.

Monitoring

The head teacher is responsible for monitoring the induction of new children.