



### New Admissions

When parents first enquire about sending their child to Dishforth Airfield Community Primary School they are invited to meet with the Head Teacher and look around the school. New parents are given a school brochure and opportunity to ask questions about the school. If they wish to enrol their child in school they are given an admissions pack containing forms to fill in concerning address, medical information, contact numbers etc. Start date is then mutually agreed by both the Head and parents. Children from the local catchment area are given priority, however, children from out of catchment area can be admitted providing there is enough capacity in that particular age grouping. However, those children from out of catchment who wish to be admitted to this school must follow the guidelines agreed by the Cluster and all necessary contacts made before admission. The school has an inclusive approach to supporting children with Special Needs, offering access to the whole curriculum and aiming to provide physical access for children with physical disability where possible.

### A1 Cluster guidelines

The A1 Cluster believes that there is much to be gained through mutual co-operation and good open communication between the schools. Each school benefits from working closely with the others in the cluster and shared values help to raise standards in all establishments. We believe that all schools should however follow these guidelines when admitting new pupils from outside their normal catchment area in order to maintain and strengthen the good working relationship which already exists between schools.

- a. When prospective parents arrange to visit a school it should be ascertained whether they are currently living within the catchment area.. If this is not the case, it should be pointed out that a visit to the school which caters for pupils within their catchment should be arranged so a balanced view can be obtained.
- b. It should be pointed out that Head Teachers and staff within cluster schools have a good working relationship and aim to support each other.
- c. If problems arise within the cluster and parents approach a school seeking to transfer their child, the school should be contacted immediately and the parents advised to discuss the problem with the Head Teacher. The vast majority of problems will be resolved in this way.

### New Entrants

The school is a Community Primary School catering for children of the local community. Priority is given to children living in the catchment area. Our arrangements for children's first admission to school are as follows:

1. Children whose fifth birthday falls between 1<sup>st</sup> September and 31<sup>st</sup> August enter school at the beginning of the Autumn term and attend full time.
2. Parents of children whose fifth birthday falls between the 1st of January and 31st of August may request that their child attends on a part time basis for all or part of the Autumn Term. School will fully support and respect parents' right to choose.

Towards the end of the summer Term new entrants are invited to attend a series of sessions in order to meet the Reception class Teacher and spend some time with the other children in the classroom.



## Arrivals Policy

### Targets

- To address the challenges associated with high mobility levels and our efforts to mitigate the effects of high mobility.
- To ensure that positive relationships with pupils, parents and carers are forged quickly between school and home.
- To ensure that pupils and their families have prompt induction to school routines and receive personal support.
- To help each new pupil feels welcomed, valued and secure in their new school.
- To obtain information on attainment and progress as quickly as possible from pupils previous school.
- To ensure that new pupils are able to make purposeful and sustained progress from their first day at Dishforth Airfield School.

### Aims.

We will:

- ✓ Provide new pupils and parents with personal support when they arrive at Dishforth School.
- ✓ Provide new families with our school brochure and information pack.
- ✓ Give the new pupil and their family a tour around the school and the chance to meet their new class teacher and teaching assistant in order for all to feel happy that Dishforth Airfield School is a safe and welcoming environment for their child.
- ✓ Familiarise new pupils with the expectations of school routines.

### Time line of events

#### Early contact.

Parents are encouraged to contact Dishforth Airfield School in advance with their date of arrival and to inform the school about SEN/health issues.

If the child has a statement of special needs the family should also have contacted the LEA as they must be involved in the admission to school.

Parents are advised to visit the school at their earliest convenience upon arrival at Dishforth Airfield to fill in the admission paperwork and commence the induction procedure.

Parents are asked to bring as much information about their child as possible.

*Prior to the new pupils first day.*

All parents should have visited the school (or have be invited to), been given and completed the school admission forms and advised the school of any known SEN and/or health issues.

Collected all relevant paper work including:

- ✓ School brochure
- ✓ School policies (behaviour, homework and anti-bullying)
- ✓ Home school agreement
- ✓ Internet usage agreement form
- ✓ Photograph consent form
- ✓ Frontier home/school agreement

*Office manager*

Updates SIMS with details from school admission form.

Inputs teacher assessments (SAT levels/scores)

Adds to tracking (Headteacher).

Telephones or e-mails previous school regularly if records are missing.

Liaises with induction mentor to add these details to the arrivals file.

Sells uniform/book bags/bottles etc.

Makes sure the family has the latest newsletter.

Make sure that the new pupils name is on the arrivals board.

All staff are made aware of the new starter and the class they will be in.

## *Pupils first day*

*The new parents are met on the playground by the head teacher.*

*The new pupil is assigned a buddy to take them in to their new class and help them with school routines during the day (and weeks to follow).*

*Induction mentor to have an informal chat at the allocated time at the end of the day and report back with any feedback.*

## *During pupils first week.*

*A short reading and spelling test will be done to assess starting levels and an appropriate home reader book given. Feed back from these early assessments to be passed on to the class teacher.*

*In the event of any SEN being highlighted appropriate steps are taken to address them*

*e.g. extra reading to an adult*

*T.A. giving extra support in class.*

*Within the first 3 weeks the class teacher will have a meeting with the family to settle any issues or concerns that the family or school may have.*



## Departure Policy

### Targets.

- To address the challenges associated with high mobility levels. To mitigate the negative effects and seize the opportunities associated with high mobility.
- To plan for a seamless transition to the new school.
- To ensure that pupils and their families have a smooth departure from Dishforth Airfield.
- To take responsibility to ensure that transition is successful.

### Aims.

We will:

- Prepare the children for their transfer emotionally and academically.
- Allow adequate time for teaching staff to prepare records and assessment data.
- Communicate relevant attainment and progress data and other important information to the new school.

### Steps.

#### 1. Notification of moving.

Parents tell the office manager that their child will be leaving.

Parents are asked to collect their child at the end of the final day at school in order to collect any books or school work where required.

Parents are informed that pupils are allowed to get polo shirts signed on final day and bring sweets in for their class if they choose.

#### 2. Office manager.

Inputs pupils leaving date on SIMS.

Inputs pupils new school on SIMS if known.

Informs induction mentor.

All records to be forwarded to new school.

Where child is SEN and / or vulnerable the Headteacher to ring the new school with appropriate details.

### 3. Induction mentor.

Adds name to the departures file.

Adds photograph of child to the departures board.

Has meeting/s with the child to fill in leavers book and to find new schools web pages.

Provides family with web site information.

### 4. Child's final week.

Name added to the departures board.

Ensure all paper work/books are sent to school office. Summer report from previous year will be sent as well.

Individual record completed with up to date assessments ready to be sent (see Appendix 1).

All SEN information from SENCO to be sent in the post.

Ensure all paper work is taken to the office.

Shred any local information or requests for absence unless absence is significant.

Make sure child is said goodbye to in their last assembly.

### 5. Child's final day.

The pupil transfer report folder is returned to school office manager who updates SIMS with details from DFES transfer form.

Produces a common transfer form with given information and sends an electronic CTF to receiving school.

Produces an attendance breakdown summary for record folder.

Moves pupil to former roll on SIMS

### 6. After child has left.

Induction co-ordinator removes the leaver's details from the board.

Makes sure name is removed from tracking.



# Appendix 1 Individual Primary School E-Record (2013/14)

Name:	UPN	Boy/Girl
Date of Birth:	Date of Entry:	Year group of Entry:

Foundation Stage		EM = Emerging			ELD = Expected Level of Development				EX = Exceeding							
Prime Areas						Specific Areas										
Personal, Social Emotional Development			Physical Development		Communication & Language Development			Literacy		Mathematics		Understanding the World		Expressive Art & Design		
Making Relationships	Self-Confidence & Self-Awareness	Managing feelings & Behaviour	Moving & Handling	Health & Self-Care	Listening & Attention	Understanding	Speaking	Reading	Writing	Numbers	Shape, Space & Measures	People & Communities	The World	Technology	Exploring & Using Media & Materials	Being Imaginative

Yr.1	Reading	Writing	Maths	Science	SEN	
Autumn						
Spring						
Summer						
Phonics SC						
Yr.2	Reading	Writing	Maths	Science	SEN	
Autumn						
Spring						
Sum	S/L	Reading	Writing	Maths	Science	SEN
Report						
Phonics Recheck						
Yr.3	Reading	Writing	Maths	Science	SEN	
Autumn						
Spring						
Summer						
Yr.4	Reading	Writing	Maths	Science	SEN	
Autumn						
Spring						
Summer						
Yr.5	Reading	Writing	Maths	Science	SEN	
Autumn						
Spring						
Summer						
Yr.6	Reading	GPS	Writing	Maths	Science	SEN
Autumn						
Spring						
Summer						
Summer SATS						

Significant notes (see guidance notes)

Date of leaving

Signed

English SAT	
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The policy was agreed by all staff and Governors on \_\_\_\_\_  
and will be reviewed in line with school development priorities.

Headteacher \_\_\_\_\_ Date \_\_\_\_\_

Chair of Governors \_\_\_\_\_ Date \_\_\_\_\_