



## Dishforth Airfield Community Primary School

### 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 the pupil's 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
- ✓ Fronter home/school agreement

### **Office manager**

Updates MIS 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.

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 asses 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 then e.g. extra reading to an adult

T.A. giving extra support in class.

Within the fist 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.