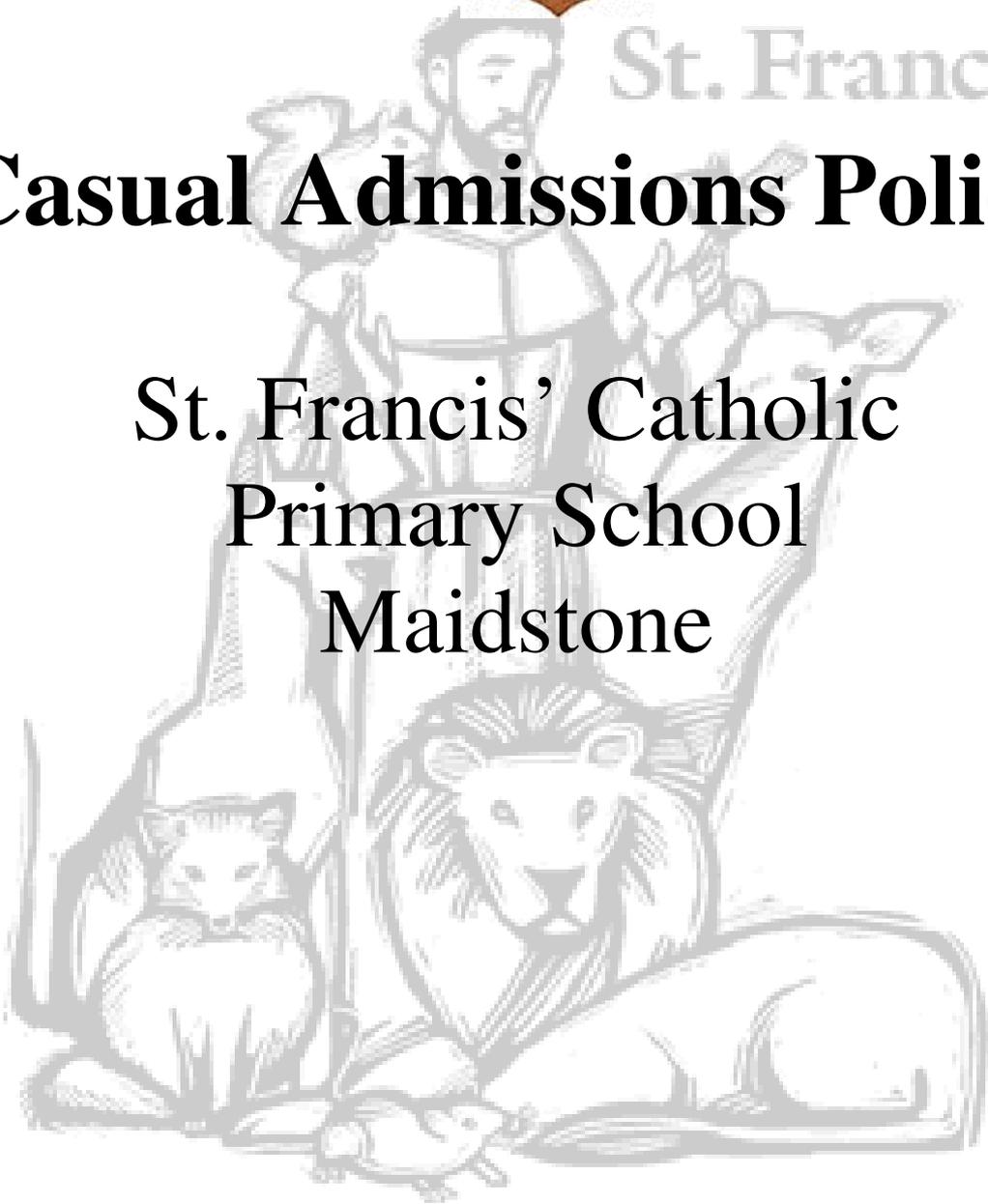




St. Francis

Casual Admissions Policy

St. Francis' Catholic
Primary School
Maidstone



Mission Statement

'We are a community growing in love for learning and life rooted in God's love.'

St. Francis' School's mission and ethos aim to nurture the uniqueness of each individual as a member of God's family, to deliver a relevant curriculum with equal access for all pupils and to encourage and support every child to achieve the highest standards of which they are capable. Pupils who are new to the school will be provided with the appropriate support to aid their learning outcomes. This will enable them to be achieving whilst at St. Francis' School and subsequently aid their transfer to a secondary school.

Aims:

- To consider the diverse needs of newly-arrived children, including EAL
- To ensure that newly-arrived children and their families are warmly welcomed and feel safe and secure in the school environment
- To fulfil the school's role in identifying and meeting the needs of newly-arrived pupils and ensure their progress

In order to achieve these aims:

- We take into consideration the fact that welcoming new arrivals requires a whole school approach.
- We build partnerships with parents as it is an essential element of working with newly arrived children.
- We take account of the cultural, linguistic and academic needs of the children and recognise the positive contribution they can make to the school.
- We ensure that new arrivals' cultural and linguistic background is positively reflected in the school environment.

To be able to develop an effective provision for the new arrivals we have to be aware of the challenges the children may face. The factors that we address include:

- Learning English as an additional language
- Difficulties in managing the transition to a new country
- Feeling of insecurity due to prior experiences (or lack of experiences)
- Isolation and lack of friends
- Separation from their parents, changes in family situation
- Different style of previous education

Our staff believe that the first steps of welcoming the new arrivals are of utmost importance, so the children receive special support during their first weeks at school.

These are some ways we use to help the pupils to overcome any barriers:

- With casual admissions, the Head Teacher invites the parents and child to visit the school, shows them around and explains the ethos, aims and objectives. The parents can then decide if they will accept a place. If accepted, the child is given a date of entry, meets with their class and teacher. The teacher, TA and other named adults help to ensure that the child feels settled in their new school.
- We carry out initial assessment to gather information, set targets and monitor pupils' progress carefully
- We provide additional support when necessary
- We let the children use their first language and the knowledge of their culture and traditions in the learning process
- We encourage our pupils to care for new arrivals and to act as buddies
- St Francis Young Interpreters are children especially trained to support new arrivals
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Assessment of New Arrivals

- New Arrivals come from different backgrounds so at St. Francis' we gather as much background information as possible in order to contextualise the data. This information is gathered from initial meetings with parents, filled forms and previous school (where applicable) and key information is kept in the class folder
- We assess new arrivals on their **abilities across the curriculum**.
- We carry out the assessment over time in order to provide a more accurate picture of their abilities and needs and to systematically monitor pupil progress

We carry out initial assessment in order to:

1. Establish the academic achievement levels of the new arrival, using QCA tests where applicable
2. Provide a framework for tracking progress enabling teachers to plan appropriate learning experiences for new arrivals and set targets
3. Enable the school to determine what support is required

We gather assessment evidence by:

- collecting information about the child from previous school reports if applicable
- observation the child's behaviour
- discussion with parents
- discussion with the child
- discussion with other teachers and teaching assistants
- formal tests
- oral language sampling
- assessment in first language where appropriate

Provision:

- New arrivals learn in the mainstream classroom through quality class teaching and they receive support based around what they require to access the curriculum
- All staff are aware that some children may experience a 'silent period' when they are not ready to interact (length is different for every single child)
- They are provided with the learning context more supportive for them (teachers plan their teaching considering new arrivals' needs – visuals, key vocabulary pre-taught, translated, modelling, scaffolding, peer coaching)
- When appropriate and for a limited time, new arrivals may benefit from focussed, well planned, intensive 1:1 intervention to accelerate their learning

The role of the New Arrivals Co-ordinator

- Working closely with Inclusion Manager to plan targeted support for focus pupils and to monitor the planning, class teaching and marking to enable progress of pupils
- Supporting pupils in gaining access to the mainstream curriculum in class or in small support focus groups
- Assessing progress of pupils in partnership with class teachers and keeping records of children's assessments
- Collecting and storing appropriate resources so they are easily accessible
- Raising awareness of strategies and resources, and continuing to raise the profile of new arrival children within the school
- Developing own competencies and expertise, and that of, in order to support colleagues
- Providing support for parents so that they are able to support children's learning
- Overlooking support of newly arrived children
- Preparing pupils to support new arrivals

Name

Class

Date

CHECKLIST FOR INDUCTION OF NEWLY ARRIVED LEARNERS

<p style="text-align: center;">PART ONE</p> <p style="text-align: center;">PLANNING FOR THE NEWLY ARRIVED LEARNER</p>	<p style="text-align: center;">Yes</p>	<p style="text-align: center;">No</p>	<p style="text-align: center;">When/who/where/how</p>
<p>1. A day has been arranged for initial interviews to take place (if needed, an interpreter is available)</p>			
<p>2. An initial familiarisation day is offered so that the pupil can get to know the adults in the class, meet the children and get to know some routines</p>			
<p>3. There is a minimum 3 day gap between interview and admission to enable pupil to buy uniform and equipment and to enable information to be shared with staff.</p>			
<p>4. The pupil starts mid-week if possible and appropriate to lessen impact of settling in to a new environment and to reduce initial fatigue.</p>			
<p>5. Information on family, educational, cultural and linguistic background is gathered at initial interview, using St Francis office forms.</p>			
<p>6. There is a key named member of staff who is responsible for the admissions process (and for managing the process if several members of staff are involved) and who acts as an induction mentor in the settling in process for the newly arrived learner.</p>			
<p>7. Information about new arrival is shared with all relevant staff prior to the pupil's first day.</p>			
<p>8. When allocating new arrivals to a new class, consider whether there is the same-language speaker in the class, support provided during class periods, and supportive nature of the class.</p>			

<p style="text-align: center;">PART TWO</p> <p style="text-align: center;">AT ADMISSION INTERVIEW</p>	<p style="text-align: center;">Yes</p>	<p style="text-align: center;">No</p>	<p style="text-align: center;">When/who/where/how</p>
<p>1. The initial interview with pupil and parents is carried out by a senior member of staff with and/or the new arrivals coordinator.</p>			
<p>2. Administrative staff are welcoming to parents and pupils and sensitively offer help with filling in forms if needed.</p>			
<p>3. Information about the school is given (web address, school Welcome Booklet, information video offered to be borrowed)</p>			
<p>4. Parents are shown around the school (member of staff and pupil ambassador, if appropriate).</p>			

<p style="text-align: center;">PART THREE</p> <p style="text-align: center;">ONCE THE NEW ARRIVAL HAS STARTED</p>	Yes	No	When/who/where/how
<p>1. Designate</p> <ul style="list-style-type: none"> • member of staff as a key contact 			
<p>2. Allocate</p> <ul style="list-style-type: none"> • 2 or 3 peer ‘buddies’ to help at break time, in class, and at transition times (if EAL, the same language speaker if possible). 			
<p>3. Assess</p> <ul style="list-style-type: none"> • Assess levels for reading, writing and maths (if EAL and if needed using Kent Steps) 			
<p>4. Place appropriately</p> <ul style="list-style-type: none"> • Avoiding lower groups because of a perceived lack of ability. Be flexible. High ability groups provide good role models. 			
<p>5. Apply strategies</p> <ul style="list-style-type: none"> • Visual aids, visual time-table, pre-teach vocabulary, have high expectations, provide opportunities to use good role models, reflect in planning if appropriate 			
<p>6. Set targets</p> <ul style="list-style-type: none"> • Based on initial assessment • Academic to monitor early progress and alert staff to potential difficulties • Short-term, social and language • Inform all staff involved 			
<p>7. Plan, Monitor, track and review</p> <ul style="list-style-type: none"> • learning progress closely and regularly 			
<p>8. Plan a review meeting</p> <ul style="list-style-type: none"> • Normally after two - three weeks • Discuss progress, clarify any issues of setting into school life. • Identify further support family might need 			

June 2017

To be reviewed: July 2019

St. Francis' Primary School

Information about Bilingual/Ethnic Minority child

Full name of child Date

Date of Birth Girl Boy Arrival date in UK

Country of Birth:

Mother (name, country of origin)

Father (name, country of origin)

Brothers and sisters (name, age, school)

Previous school or nursery:

School (nursery) started in UK (date) Started at St. Francis (date)

Languages spoken at home First Language

Ethnicity Nationality Religion

Medical Information

Interests, hobbies

Languages spoken at home: By child to: Mother Father

Grandparents Siblings Others

To the child by: Mother Father

Grandparents Siblings Others

Parents to one another

Level of languages - Please indicate degree of language fluency in the chart by writing
A (none), B (little), C (fairly well) or D (very well)

Language	Understands	Speaks	Reads	Writes
ENGLISH				

Welcome to St Francis Catholic Primary School



**Queen's Road
Maidstone**

ME15 0LB

Telephone - 01622 771  540

Email – office@ st-francis.kent.sch.uk

Web - www.st-francis.kent.sch.uk

Please come to an admissions meeting on

at

Please provide the school office with:

- Your child's birth certificate and baptismal certificate (if applicable)
- Name, address and telephone number of your child's doctor
- Transfer note, if your child is transferring from another school
- Name, address and telephone number of your child's previous school
- Medical/dietary information
- Details of whom to contact in emergency

Your child may be entitled to free school meals, this will be discussed at the initial meeting.

After the initial meeting you will be shown around the school and your child will be introduced to the class teacher. You will also receive a school welcome booklet and be able to borrow the school welcome video which will tell you more about our school and the routines.

Please let us know if you cannot make this appointment by calling the school office on 01622 771540.

Welcome to St Francis Catholic Primary School



St Francis Catholic Primary School
Queens Rd
Maidstone
ME16 0LB

Headteacher:

Deputy:

School begins at _____ and finishes at _____

You will be starting on _____

Your teacher is _____

Your class is _____

Your 'buddy' is _____

P.E. is _____

You will need a yellow T-shirt, a pair of black shorts and trainers or plimsolls.

Our golden rules are:

The role of the 'buddy' in helping a new child



Teachers find 'buddies' really help new arrivals settle in. As part of the admission interview a new child will be taken to meet their class and teacher in their classroom. At this point two members of the class are usually chosen to be the new arrival's buddies and will be introduced to the child. Teachers have also found that things work better if the buddies have been trained, maybe by older children who have been buddies before. These children will have a particular responsibility for looking after the new arrival during his or her first few days.

A helpful and successful buddy should:

- greet the new arrival in the playground on his or her arrival at school on the first day;
- show the new arrival where to line up to be collected by the teacher;
- show the new arrival around the school making sure they know where to have lunch, where to find the toilets and drinking water;
- make sure the new arrival is invited to join games and activities at play times and lunch times;
- help the new arrival to get help from an appropriate adult if it is needed at any time during the school day;
- continue with their responsibilities until the child has become settled and established in their own friendships with peers.