



## St. Edward's Academy Cheddleton New to School Procedure

### **Our School Vision**

We will teach wisdom, model and expect respect for all. We will nurture compassion, responsibility, courage and perseverance, equipping our children for life in all its fullness as honest adults in our diverse and everchanging world. We aspire to work collaboratively with our academy, Multi-Academy Trust, local, national and global communities as by...

**Learning and Caring Together “...they will flourish in the courts of our God.’ (Psalm 92:13)**

### **Introduction**

St Edward's Academy Cheddleton (SEAC) is committed to safeguarding and promoting the welfare of children and their families within our school.

The induction of all 'new to school' children and their families is an important part of school life and is essential in maintaining and developing the ethos of the school including working in close partnership to maximise stability, opportunities and educational outcomes for children. It is important that we invest time and effort to help each new child settle quickly and happily into school whilst maintaining high expectations and standards.

The term 'New to School' includes:

- September Nursery intake
- Rising 3s intake (January and April)
- September Reception intake (children who did not attend our nursery provision)
- September intake for Year 1, 2, 3 and 4
- In year admissions to all classes

### **The aims of this policy**

This policy aims to provide all children with a programme of structured support and guidance appropriate to their individual needs and circumstances to enable:

- A successful, confident and happy induction into the school
- Mutually respectful relationships between staff, parents/carers and peers
- An informed, shared knowledge that facilitates individual, child centred provision and support for all needs

### **Roles and Responsibilities**

The Principal is responsible for the induction of new children. This responsibility will usually be delegated to the Home, School, Community Link Leader (HSCLL), Office Manager and Class Teacher via the procedures below:

Appendix 1 – Nursery Places/Induction

Appendix 2 – Reception Places/Induction (September new to St Edward's)

Appendix 3 – Mid-Year Induction (Reception, Year 1, Year 2, Year3, Year 4)

## NURSERY PLACES/ INDUCTION (APPENDIX 1)

<b>Child's Name:</b> <b>Class:</b> <b>Key Worker:</b>	
Action and date completed	Lead
<b>Initial Enquiry</b> The school office is the first port of call for school place enquiries  The school office receives requests and checks pupil numbers for spaces available  The school office notifies the Home, School, Community Link Leader and the Principal of requests for places, on the same day that the request is made  The school office will provide a full nursery information pack if required, for all parents expressing an interest in St Edward's, on the same day as their initial enquiry  Parents are advised to read all school information prior to their visit and to prepare any questions and/or discussion points in preparation for their school visit	Office
<b>Prior to the school visit</b> The Principal, SLT and HSCLL meet to review the request and decide on potential allocation to class	HSCLL
<b>During the school visit</b> Parents /families will be welcomed at the school office  The HSCLL/SLT will meet parents/ families and will introduce them to the Principal  A welcome discussion will take place, followed by a tour of the school and introductions to members of staff, including the Early Year's Leader  A further discussion will take place to answer any additional questions and consider next steps	HSCLL
<b>Following the visit</b> Parents will confirm their request for a place with the school office (if not already done so) and return all appropriate forms from the school information pack  The <b>EYFS lead</b> will invite parents to open day/evening events and children will be invited to stay and 'play' sessions via the office email address  With permission from parents, the <b>HSCLL</b> will liaise with current/previous settings regarding the child's development and care needs and share information, as appropriate, with class teachers including the 2 year check	Office

<p>The <b>office</b> will arrange a home visit and/or a visit to a child's current setting where further information can be shared and induction questions can be asked/answered. HSCLL and Nursery lead will attend the home visit</p> <p><b>Office</b> to share arrangements for the first day will be shared including arrival and time for collection. (Starting School information sheet)</p> <p>Welcome gift (Book bag and nursery rhyme book) to be taken to Home Visit/setting via <b>HSCLL/Nursery lead</b></p> <p><b>HSCLL/Nursery lead</b> to share with parents an update of how the home/setting visit went via office email</p>	
<p><b>Day 1 of starting nursery</b> HSCLL/SLT welcomes parents and children on arrival and shows them to their 'class'</p> <p>The EYFS team will welcome parents and children, show them to the cloakroom and facilitate play</p> <p>Parents are encouraged to say goodbye and leave their child as soon as they are settled and engaged in play. Staff will be observing and will engage with all children when parents have left them</p> <p>Staff will support saying goodbye for any child that is upset and support their emotional wellbeing once left</p> <p>The HSCLL informs all parents of how their child is settling by mid-morning via phone call or Dojo Messenger</p> <p>A member of EYFS staff will message each parent/carer with a message about their child with a photo</p>	HSCLL
<p><b>The first week in nursery</b></p> <ul style="list-style-type: none"> <li>• EYFS staff will communicate with parents daily regarding the statements below and include individual photos to show this. This may be at dismissal time (once all other children are safely dismissed) or via Class Dojo Messenger. They will discuss how the child is settling in at St Edward's</li> <li>• Is the child happy to separate from their main carer and come into school</li> <li>• Is the child engaging with other children appropriately</li> <li>• Is the child enjoying school</li> <li>• Is the child secure and confident within the classroom</li> <li>• Will the child follow simple instructions and respond positively to adult direction and expectations to uphold our school values</li> <li>• Has the child all that they need</li> <li>• Does the child/family need any other support with induction/settling in</li> </ul>	EYFS Lead
<p><b>Second Week in school</b></p> <ul style="list-style-type: none"> <li>• The HSCLL will contact parents to ensure that their child is settled and to discuss and answer any questions regarding school policies, systems and processes</li> </ul>	EYFS Lead

<ul style="list-style-type: none"> <li>• At the end of a child's second week, the EYFS Lead will allocate children to a key worker group and inform parents</li> <li>• EYFS staff will continue communication with parents/carers including one photo each week on Dojo messages/portfolio</li> </ul>	
<p><b>After the second week</b></p> <ul style="list-style-type: none"> <li>• Continued communication via ClassDojo, dojo messenger and Dojo portfolio as well as in person at the end of the day</li> <li>• Settling in and watch me learn sessions</li> <li>• Termly parents meeting</li> </ul>	

**SEPTEMBER RECEPTION PLACES/ INDUCTION - NEW TO ST EDWARD'S  
(APPENDIX 2)**

<b>Child's Name:</b> <b>Class:</b> <b>Class Teacher:</b>	
Action and date completed	Lead
<p><b>Initial Enquiry</b>  <b>RECEPTION PLACES MUST BE REQUESTED VIA STAFFORDSHIRE COUNTY COUNCIL</b></p> <p>Office to share list with SLT immediately on receipt</p> <p>The school office notifies the Home, School, Community Link Leader and the Principal of requests for visits, on the same day that the request is made</p> <p>The office arranges a school visit with the Home School Community Link Lead (HSCLL) and/or SLT. Dates are added to school diaries</p> <p>The school office will provide a full reception information pack if required, or advise that information is available on the website, on the same day as their initial enquiry</p> <p>Parents are advised to read all school information prior to their visit and to prepare any questions and/or discussion points in preparation for their school visit</p>	<p>Office</p>
<p><b>During the school visit</b>  Parents /families will be welcomed at the school office</p> <p>The HSCLL will meet parents/ families and will introduce them to the Principal</p> <p>A welcome discussion will take place, followed by a tour of the school and introductions to members of staff, including the Early Year's Leader</p> <p>A further discussion will take place to answer any additional questions and consider next steps</p>	<p>HSCLL</p>
<p><b>Following the visit</b>  Parents will confirm their request for a place with the school office (if not already done so) and return all appropriate forms from the school information pack</p> <p>The <b>EYFS lead</b> will invite parents to open day/evening events and children will be invited to transition sessions via the office email address</p> <p>With permission from parents, the <b>HSCLL</b> will liaise with current/previous settings regarding the child's development and care needs and share information, as appropriate, with class teachers including the 2 year check</p>	<p>Office</p>

<p>The <b>office</b> will arrange a home visit and/or a visit to a child's current setting where further information can be shared and induction questions can be asked/answered. HSCLL and EYFS lead will attend the home visit</p> <p><b>Office</b> to share arrangements for the first day will be shared including arrival and time for collection. (Starting School information sheet)</p> <p>Welcome gift (Book bag and nursery rhyme book) to be taken to Home Visit/setting via <b>HSCLL/EYFS lead</b></p> <p><b>HSCLL/EYFS</b> lead to share with parents an update of how the home/setting visit went via office email</p>	
<p><b>Day 1 of starting in reception</b></p> <p>HSCLL/SLT welcomes parents and children on arrival and shows them to their 'class'</p> <p>The EYFS team will welcome parents and children, show them to the cloakroom and facilitate learning</p> <p>Parents are encouraged to say goodbye and leave their child as soon as they are settled and engaged in learning. Staff will be observing and will engage with all children when parents have left them</p> <p>Staff will support saying goodbye for any child that is upset and support their emotional wellbeing once left</p> <p>The HSCLL informs all parents of how their child is settling by mid-morning via phone call or Dojo Messenger</p> <p>A member of EYFS staff will message each parent/carer with a message about their child with a photo</p>	<p>HSCLL</p>
<p><b>The first week in reception</b></p> <ul style="list-style-type: none"> <li>• EYFS staff will communicate with parents daily regarding the statements below and include individual photos to show this. This may be at dismissal time (once all other children are safely dismissed) or via Class Dojo Messenger. They will discuss how the child is settling in at St Edward's</li> <li>• Is the child happy to separate from their main carer and come into school</li> <li>• Is the child engaging with other children appropriately</li> <li>• Is the child enjoying school</li> <li>• Is the child secure and confident within the classroom</li> <li>• Will the child follow simple instructions and respond positively to adult direction and expectations to uphold our school values</li> <li>• Has the child all that they need</li> <li>• Does the child/family need any other support with induction/settling in</li> </ul>	<p>EYFS Lead</p>
<p><b>Second Week in school</b></p> <ul style="list-style-type: none"> <li>• The HSCLL will contact parents to ensure that their child is settled and to discuss and answer any questions regarding school policies, systems and processes</li> </ul>	<p>EYFS Lead</p>

<ul style="list-style-type: none"> <li>• At the end of a child's second week, the EYFS Lead will allocate children to a key worker group and inform parents</li> <li>• EYFS staff will continue communication with parents/carers including one photo each week on Dojo messages/portfolio</li> </ul>	
<p><b>After the second week</b></p> <ul style="list-style-type: none"> <li>• Continued communication via ClassDojo, dojo messenger and Dojo portfolio as well as in person at the end of the day</li> <li>• Settling in and watch me learn sessions</li> <li>• Termly parents meeting</li> </ul>	EYFS Lead

**MID-YEAR INDUCTION – RECEPTION, YEAR 1, 2, 3, 4  
(APPENDIX 3)**

<b>Child's Name:</b> <b>Class:</b> <b>Class Teacher:</b>	
Action and date completed	Lead
<p><b>Initial Enquiry</b></p> <p>The school office notifies the Home, School, Community Link Leader and the Principal of requests for visits, on the same day that the request is made</p> <p>The office arranges a school visit with the Home School Community Link Lead (HSCLL) and/or SLT. Dates are added to school diaries</p> <p>The school office will provide the relevant information pack if required, or advise that information is available on the website, on the same day as their initial enquiry</p> <p>Parents are advised to read all school information prior to their visit and to prepare any questions and/or discussion points in preparation for their school visit</p>	<p>Office</p>
<p><b>Prior to the school visit</b></p> <p>The Principal and HSCLL meet to review the request and decide on potential allocation to class</p>	<p>HSCLL</p>
<p><b>During the school visit</b></p> <p>Parents /families will be welcomed at the school office</p> <p>The HSCLL will meet parents/ families and will introduce them to the Principal</p> <p>A welcome discussion will take place, followed by a tour of the school and introductions to members of staff</p> <p>A further discussion will take place to answer any additional questions and consider next steps</p>	<p>HSCLL</p>
<p><b>Following the visit</b></p> <p>Parents will confirm their request for a place with the school office (if not already done so) and return all appropriate forms from the school information pack</p> <p>With permission from parents, the <b>HSCLL</b> will liaise with current/previous settings regarding the child's education and care needs and share information, as appropriate, with class teachers</p> <p>The <b>HSCLL</b> will liaise with the class teacher and parents to arrange induction</p> <p>Inclusion staff will also be involved as appropriate</p>	<p>Office</p>



<p>Whenever possible, a pre-induction meeting with the class teacher, parent and child will take place</p> <p>The <b>class teacher</b> will prepare for induction by:</p> <ul style="list-style-type: none"> <li>• Discussing arrangements with their class</li> <li>• Agreeing buddies and reviewing responsibilities with them</li> <li>• Ensuring that all resources are prepared prior to day 1: exercise books, tray, coat peg, pencil case, water bottle, forestry suit, PurpleMash, BoomReader and other year specific apps</li> <li>• Update class context information and class lists</li> <li>• Prepare child's 'My Year of Learning'</li> <li>• Plan a welcome circle time</li> </ul>	
<p><b>Day 1 of starting school</b></p> <p>HSCLL welcomes parents &amp; child on arrival and shows the child to their class</p> <p>Class Teacher introduces the child to support staff and their buddy</p> <p>The child's buddy shows the child their coat peg, bag storage, water bottle storage, tray/exercise books and class based storage/organisation</p> <p>A welcome circle time session takes place (evident on class overview). Buddy introduces their friend to the class. Rules and routines are discussed</p> <p>HSCLL informs parents of how their child is settling by mid-morning</p> <p>The class teacher meets face to face with parents and the HSCLL at the end of the day to discuss if their child:</p> <ul style="list-style-type: none"> <li>• Is happy to separate from their main carer and come into school</li> <li>• Has an established relationship with a buddy</li> <li>• Is establishing friendship groups</li> <li>• Is enjoying school</li> <li>• Is secure and confident within the classroom and wider school environment</li> <li>• Will follow simple instructions and respond positively to adult direction and expectations to uphold our school values</li> <li>• Has all that they need</li> <li>• Needs any other support with induction/settling in</li> </ul>	<p>HSCLL</p>
<p><b>The first week in school</b></p> <ul style="list-style-type: none"> <li>• The Class Teacher will communicate with parents daily. This may be at dismissal time (once all other children are safely dismissed) or via Class Dojo Messenger. They will discuss how the child is settling in to St Edward's and if they need any further support with induction.</li> <li>• Class Teacher to send at least one photo home via dojo.</li> </ul>	<p>Class teacher</p>
<p><b>Second Week in school</b></p> <ul style="list-style-type: none"> <li>• The HSCLL will contact parents to ensure that their child is settled to discuss and answer any questions regarding school policies, systems and processes.</li> </ul>	<p>HSCLL</p>
<p><b>After the second week</b></p> <ul style="list-style-type: none"> <li>• Continued communication via ClassDojo, dojo messenger and Dojo portfolio as well as in person at the end of the day</li> </ul>	<p>Class Teacher</p>

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| <ul style="list-style-type: none"><li>• Settling in and watch me learn sessions</li><li>• Termly parents meeting</li></ul> |  |
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