



Policy Number	020	Issue	001
Policy Title	Induction Policy		
Last Review Date	27 th January 2014		
Accepted By Full Governing Body	25 th May 2016		
Next Review Date	25 th May 2018		
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Policies To Be Read In Conjunction:-

At Bitham Brook we acknowledge that starting school is a very important and possibly anxious time for both child and parent. We feel that it is essential to ease, as far as possible, the transition of children into school. It is important to develop links with parents, acknowledging and supporting their continuing role in the education of their child and encouraging their participation in the life of the school.

We want the children to feel

- safe and secure about starting school;
- familiar with the school environment;
- welcome;
- comfortable and familiar with their new teacher;
- familiar with the basic routines of their time in school, e.g. tracing names, playtimes, drawers, pegs etc;
- excited, enthusiastic and happy about starting and staying at school.

We want parents and carers to feel

- comfortable, in that they are aware of all practical arrangements e.g. dinner money, times, uniform, medicines, pick-up arrangements etc;
- welcome so that school is seen as a friendly place and that staff are accessible;
- confident that their child will be treated as an individual;
- their continuing contribution to their child’s education will be valued and that they will be encouraged to work in partnership with the school

We will provide parents with information through.....

- a School Welcome Pack;
- a clearly defined reception area and notice board for parents.
- induction meetings in the half-term before the children start school where starting school arrangements will be shared;
- communication systems in the windows of the early years classrooms which will help to keep parents informed of the work in the classroom as well as encourage them to take an active part in their child’s education;
- a play pack scheme
A meeting is held for parents prior to the scheme starting and a play pack booklet describes how the scheme is run. The play pack area is located outside the school reception and office area and is run by parent volunteers. It provides a focus for new parents and children and demonstrates to parents the teaching approach of the school through the games, books and activity sheets. We hope it helps parents and their child to become familiar with the physical environment and adults in school and it provides opportunities for parents and children from different settings to meet together prior to children starting school.
- pre-school visits arranged in the half-term before the children start, when the child is invited by the Foundation Stage Leader to the school. Each child is given a Welcome to School booklet inviting them to school for one induction session. This booklet has lots of pictures about school and provides discussion points for parent and child. Children

from Kingfisher Pre-school who are known to be starting school at Bitham Brook are invited to story times with their class teacher several times over the summer term.

- individual one to one meetings with parent, child and teacher. These meetings will provide opportunities for parents to discuss and record any concerns with the class teacher about starting school such as important medical, family or other information. Their child's worries, likes and dislikes can be discussed.
- maintaining close links with Kingfisher Pre-school. Kingfisher Pre-school is Bitham Brook's main feeder pre-school group and well established links exist to ease the transition of children into school. Local cluster meetings and visits to other pre-school providers. This is achieved by holding Transition Into School Meetings (TISMs) where children with Special Educational Needs have been identified.

Entry into school

It is felt that children benefit from a staggered entry into school over a period of five weeks with the youngest children having the longest period of part time education. Reasons for this will be clearly explained to parents at induction, together with the fact that it is non-negotiable.

- **Autumn born children** (born between 1st September and 31st December). Attend part time for one week. During the second week they are given the option to stay for lunch. Full time education may begin in the third week.
- **Spring born children** (born between 1st January and 31st March). Attend part time for two full weeks, during the third week they are given the option to stay for lunch. Full time education may begin in the fourth week
- **Summer born children** (born between 1st April and 31st August). Attend part time for three full weeks, during the fourth week they are given the option to stay for lunch. Full time education may begin in the fifth week.

If the teacher, parents or carers feel it would be in their child's best interest to continue to attend part time for a longer period, individual arrangements can be put in place. We would continue to offer advice and review the child's needs in consultation with the parents and carers. It is important to inform parents that the school reserves the right to advise part time schooling for any period up to the fifth birthday, if it best meets the needs of an individual child. Children do not have to start full time education until after their 5th birthday. Parents also have the right to delay their child's entry into school any time up to the age of five.

Later entry in to school

Children who transfer into school at later stages will be introduced to all staff and children, and welcomed at a whole school assembly.

They will be assigned a buddy to support them during the first few days and weeks as they familiarise themselves.

Parents will be invited to meet the head and class teacher before school starts.

Where possible children will have an opportunity to visit before their start date to meet the staff and their peers.

Teachers will include as many PSHE opportunities as required to make the new entrant welcome.

Where necessary extra support from TAs will be put in place where needs arise to assist transition into school.

Every effort will be made to make the transition as smooth as possible. Requests for transfer documents and records will be made as soon as it is known a child is transferring. A telephone call to a previous school may be made where children arrive with no records. Early assessments may be undertaken where no records arrive.