“Put your heart and soul into everything that you do.”
Purpose. Passion. Success.

Induction Policy for New Pupils (Including Mobile Pupils)

Our Ethos
At Pattishall CE Primary School, we live by our saying:
“Put your heart and soul into everything that you do.”
We recognise that pupil mobility can present both opportunities and challenges. Our induction process is designed to ensure that every new pupil feels safe, valued, and able to thrive academically, socially, and emotionally from the outset.

Our approach is underpinned by our **golden threads (DR MOSS):**

- **Diversity**
- **Resilience**
- **Mobility**
- **Oracy**
- **Opportunities for Writing**
- **Spirituality**
- **Support for SEND**

Aims

- To provide a smooth, supportive transition for all new pupils.
- To quickly identify academic, social, emotional, and safeguarding needs.
- To minimise disruption to learning caused by mobility.
- To ensure continuity of provision, particularly for vulnerable pupils.
- To foster a strong sense of belonging within our school community.

Induction Procedures
1. Pre-Admission Information Gathering
Upon confirmation of a new pupil:

- Contact previous school within 48 hours to request:
  - Academic records and recent assessments
  - SEND information (including EHCPs, support plans)
  - Safeguarding/child protection files (via secure transfer)
  - Attendance records
  - Behaviour records
- Request additional information from parents/carers:
  - Medical needs
  - Interests and strengths
  - Emotional wellbeing considerations

2. Safeguarding

- All safeguarding files are prioritised and reviewed immediately by the DSL.
- Any concerns are acted upon before or on the pupil’s first day.
- Staff are informed of relevant safeguarding information on a need-to-know basis.
- The pupil is monitored closely during the initial weeks.

3. SEND and Inclusion

- SENDCo reviews all incoming SEND documentation.
- Initial provision is put in place immediately where needed.
- If no prior SEND identification exists but concerns arise:
  - Early assessment and observation begin promptly.
- Interventions may include:

    - **Lexplore** (reading assessment)
    - **Literacy Gold** (targeted support)
- Provision aligns with our **SEND golden thread**.

4. Baseline Assessment
Within the first 1–2 weeks:
- Pupils complete:
    - **PIRA** (reading assessment)
    - **PUMA** (maths assessment)
- Additional diagnostics:
    - **Lexplore** for reading fluency and comprehension
- Teacher assessment and informal observations:
    - Writing
    - Oracy skills
    - Social interaction

These assessments ensure rapid identification of gaps and strengths.

5. Emotional Wellbeing
- All new pupils are monitored for emotional adjustment.
- Where appropriate:
    - Referral to **ELSA (Emotional Literacy Support Assistant)**
- Staff prioritise:
    - Relationship-building
    - Routine and consistency
    - Safe spaces for the pupil

6. Peer Support System
Each new pupil is supported through:
- **Class Buddy** – same year group support
- **Cross-Year Buddy System:**
    - Nursery → Year 3
    - Reception → Year 4
    - Year 1 → Year 5
    - Year 2 → Year 6

This promotes:
- Belonging
- Confidence
- Social integration
- Leadership opportunities for older pupils

7. Curriculum Access and Opportunities
- Teachers adapt learning quickly based on baseline assessments.
- Pupils are fully included in:
    - Educational visits and trips
    - Forest School sessions
    - Swimming (summer term)
- Emphasis on:
    - **Oracy development**
    - **Opportunities for writing across the curriculum**
    - Building **resilience through challenge and support**

8. Communication with Families
We prioritise strong home-school communication through:
- **ParentMail**
- **Class Dojo**
- **Evidence Me** (EYFS)

Parents/carers receive:

- A welcome conversation or meeting
- Clear information about routines, expectations, and support systems
- Regular updates on progress and wellbeing

9. Daily School Experience
We ensure new pupils quickly feel part of school life by:
- Clear explanation of routines (including lunch with **Fresh Start caterers**)
- Guided tours of the school
- Introduction to key staff
- Encouragement to participate in clubs, trips, and wider opportunities

10. Monitoring and Review
- Class teachers monitor progress closely during the first half term.
- Senior leaders and SENDCo review:
    - Academic progress
    - Attendance
    - Emotional wellbeing
- Adjustments to provision are made as needed.

Roles and Responsibilities
Headteacher / Senior Leaders
- Ensure policy implementation
- Monitor impact of pupil mobility

Class Teachers
- Lead induction within the classroom
- Carry out assessments and adapt teaching
- Build relationships with pupils and families

SENDCo
- Oversee SEND provision and assessment
- Liaise with external agencies where needed

DSL
- Manage safeguarding information and actions

Conclusion
At Pattishall CE Primary School, we view mobility not as a barrier, but as an opportunity to demonstrate our inclusive, nurturing ethos. Through structured support, strong relationships, and high expectations, we ensure every pupil can succeed and truly **put their heart and soul into everything they do**.

Induction Timeline

Day 1: Welcome and Immediate Support
Key focus: safety, belonging, and orientation

- Warm welcome for pupil and family (if appropriate)
- Introduction to:
  - Class teacher and support staff
  - Class buddy and cross-year buddy
- Tour of the school, including:
  - Classroom
  - Toilets
  - Playground
  - Hall (including lunch arrangements with Fresh Start caterers)
- Provide key information in pupil-friendly language:
  - Daily routines
  - Expectations and behaviour
- Safeguarding:
  - DSL reviews any safeguarding information
  - Staff made aware of relevant concerns (need-to-know basis)
- Begin informal assessment through:
  - Observation
  - Discussion
  - Low-stakes classroom activities
- Ensure access to:
  - Equipment and uniform support if needed
- Initial check-in with pupil at end of day

Week 1: Settling and Initial Assessment
Key focus: understanding needs and building relationships

- Completion of baseline assessments:
  - PIRA (reading)
  - PUMA (maths)
  - Lexplore (where appropriate)
- Teacher assessment of:
  - Writing
  - Oracy skills
  - Engagement and confidence
- SEND:
  - SENDCo reviews any records received
  - Initial support put in place if required
- Emotional wellbeing:
  - Monitor adjustment
  - Consider ELSA referral if needed
- Social integration:
  - Daily support from class buddy
  - Regular interaction with cross-year buddy
- Communication:
  - Initial contact/check-in with parents/carers
  - Ensure access to ParentMail, Class Dojo, Evidence Me (EYFS)
- Ensure pupil is included in:
  - All lessons
  - Playtimes
  - Wider school opportunities
- Staff begin to identify any gaps in learning

First Half Term: Embedding and Progress Monitoring
Key focus: targeted support and full integration

- Teaching adapted based on assessment outcomes
- Targeted interventions introduced where needed:
    - Lexplore-informed support
    - Literacy Gold (if gaps identified)
- SEND:
    - Further assessment if concerns persist
    - External agency involvement where appropriate
- Emotional wellbeing:
    - Continued monitoring
    - ELSA sessions (if allocated)
- Safeguarding:
    - Ongoing monitoring and communication as needed
- Social development:
    - Review effectiveness of buddy systems
    - Encourage independence and wider friendships
- Pupil voice:
    - Check-in conversations to understand how the pupil is settling
- Parent/carer communication:
    - Update on progress, wellbeing, and next steps
- Inclusion in full school life:
    - Trips and visits
    - Forest School
    - Swimming (seasonal)
- Attendance monitoring, particularly for mobile/vulnerable pupils

End of First Half Term Review

- Class teacher, SENDCo, and senior leaders (if needed) review:
    - Academic progress
    - Emotional wellbeing
    - Attendance
    - Safeguarding concerns
- Adjust provision and support as required
- Ensure pupil is fully integrated and progressing in line with expectations