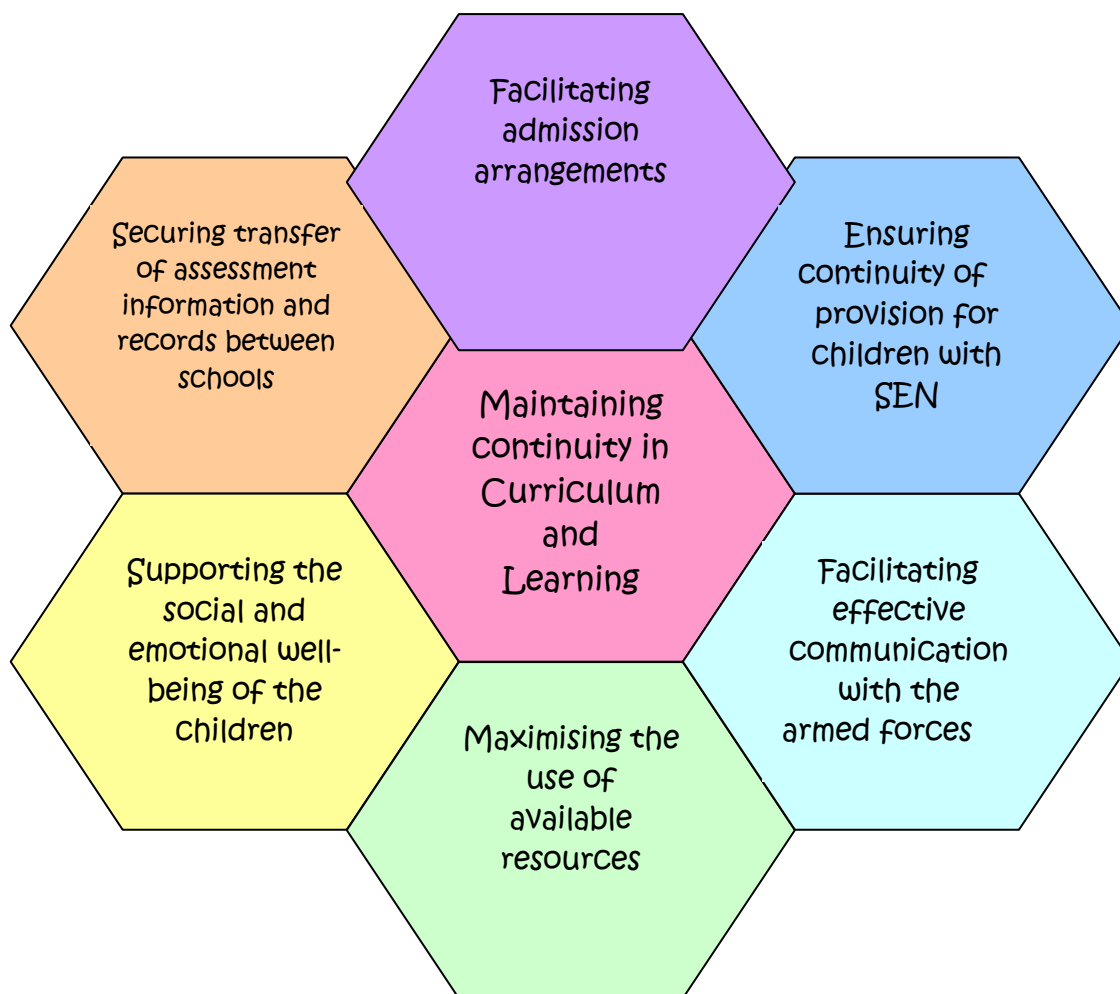


Wilton & Barford Primary School



Pupil Mobility Policy



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Pupil Mobility Policy

Introduction

This policy aims to ensure the inclusion and achievement of all mobile pupils, including those from challenging circumstances. Pupils who arrive and leave at unplanned times, "additional admissions", do so for a range of reasons. Significant numbers of these new arrivals can be having to cope with difficulties such as being new to English, experiencing family separation, parent on active service (military) homelessness or being from a refugee and asylum seeker background.

Induction is the key to the management of mobility, supporting the social and academic integration of the new arrivals. Effective induction into the curriculum that ensures progression and engagement begins at the start of the admission process. Clear procedures are needed. These ensure we identify pupils' needs and provide appropriate support for them to access the curriculum.

The challenge for the school is to ensure that all additional admissions are welcomed, supported appropriately and able to become effective learners and meet their full potential.

The School Context: Responding to the Needs of New Arrivals

Wilton and Barford is a Church of England primary school, serving a wide catchment area, semi rural and part urban on the west side of Salisbury.

It has an on site Speech and Language Centre (SLC) for 10 statement children with language disorders and impairments who can arrive at the school at various times throughout the year. A small percentage of children are from military families and as such the school has a very high turbulence rate.

Though many newly arriving pupils are highly motivated and achieve success at school, they can face many barriers, including speech, language and communication needs and having attended a high number of schools due to parent's military postings. Some newly arrived families may be disadvantaged by lack of knowledge of education services and their lack of English.

Children will be undergoing social readjustment, need language support and may have difficulties accessing the curriculum due to gaps in education or differences in the education systems.

Our commitment

The vast majority of mobile children want to go to school, make friends, play sports and games and feel safe and happy like any other pupil. Wilton & Barford Primary School is committed to providing all new pupils with:

- ⊕ A welcoming, safe and stress-free environment.
- ⊕ The understanding that they will be listened to and have their opinions taken into account.
- ⊕ Time to adjust and manage change and dislocation.
- ⊕ Knowledge that they are valued and belong even if their stay in a school may be short.

- ⊕ Having their language and curriculum skills recognised and valued with opportunities to use their home language.
- ⊕ The feeling they are part of the normal classroom and learning environment.
- ⊕ Accessible learning opportunities; with learning tasks that have relevance and purpose; and access to the whole curriculum.
- ⊕ Opportunities to work with peers and build friendships; positive social interactions that create opportunities for meaningful communication, sharing of skills and mutual support.
- ⊕ A curriculum that recognises their cultural heritage and life experiences.
- ⊕ Opportunities for children to piece together their difficult experiences and restore their self-esteem.
- ⊕ The attention of, if appropriate, a particular adult such as a support teacher, to meet and review progress.
- ⊕ The involvement of their parents in their schooling.
- ⊕ Support if having to move on to another school.

Conventions

Pupil mobility is defined by Ofsted as "the total movement in and out of schools by pupils other than at the usual times of joining or leaving". *Managing Pupil Mobility, Ofsted, 2002.*

The measurement of pupil mobility increasingly being used by both schools and LEAs is:

$$\text{Mobility} = \frac{\text{pupils joining school} + \text{pupils leaving school} \times 100}{\text{Total school roll}}$$

Our Annual pupil mobility level using this measurement is the aggregate of individual pupil movements in any one year.

The term **additional admissions** is used to describe all pupils who arrive or leave at unplanned times (mid-phase).

The term **parent** should be interpreted as including carers and other legal guardians.

Leadership and Management

As a whole school we are committed to the inclusion and achievement of all new arrivals. School management will consistently:

- ⊕ Be proactive in promoting robust procedures for the admission of mobile pupils.
- ⊕ Work with all staff and pupils, and in partnership with parents and the wider community to ensure effectiveness.
- ⊕ Ensure that this policy is followed.
- ⊕ Ensure that the policy is reviewed and changed as appropriate.

Inclusive Induction Procedures

All staff play a vital role in the induction process. To support pupils' pathways into the curriculum our induction procedures facilitate:

- ⊕ Good communication with parents.
- ⊕ The gathering of accurate information.
- ⊕ Good initial assessment.

- ⊕ Dissemination of information to enable teachers and support staff to plan for welcome and induction.
- ⊕ Further targeting of effective support to more vulnerable pupils and their families.

Admission meeting

New pupils and their parents arrive for a welcome from the head teacher, and follows the following programme:

- ⊕ Information about the school curriculum is given.
- ⊕ The new families are introduced to the formal aspects of the school, including expectations and routines.
- ⊕ Other important information is shared.
- ⊕ There is a tour of the school.
- ⊕ If issues arise during the admission meeting the parents are given the contact details for the Parent Support Advisor . She begins to identify any wider needs the family may have and signposts families to local agencies and services as appropriate.

Preparing for the pupil's first day

SLT discuss the most suitable learning groups for each child. Information is disseminated to teachers and support staff as appropriate and teachers **must** prepare for each new arrival before their first day by:

- ⊕ Preparing books and equipment, incl. having writing and other learning tools available.
- ⊕ Preparing 'buddies' to support each new pupil.
- ⊕ Modifying teaching to meet the new pupil's needs.

This is carefully monitored.

On the pupil's first day:

- ⊕ The new pupil is welcomed by his/her new class and buddies.
- ⊕ The child's settling-in is carefully monitored by the class teacher, TAs and mid-day supervisors.
- ⊕ If a bilingual learner, the pupil is given extra support by the EMTA staff over the first few weeks.
- ⊕ The class teacher discusses and set short-term settling in targets.

Initial assessment

The class teacher tracks early progress across the curriculum and initially assesses the new pupil's language and curriculum skills within the first 4 weeks.

Reviewing progress

The class teacher and the SENCO (if appropriate) carefully monitor the early progress of all new arrivals. If there are concerns, these are shared with appropriate staff. The school holds pupil review meetings termly. A support programme is developed if required, with other agency involvement where appropriate

Roles and Responsibilities

We are committed to ensuring:

- 🌐 That all staff have an opportunity to become familiar with admissions procedures.
- 🌐 That all staff understand their roles.
- 🌐 That key staff have access to training on the welcome and inclusion of new arrivals, raising awareness of their needs and entitlements.

All staff and children in the school have a role in welcoming new arrivals.

School office staff will:

- Welcome families who visit the school to enquire about school places
- Provide families with information about the school.
- Arrange a date and time for the admission meeting.
- Organise an interpreter, if needed.

The Head teacher will:

- Welcome new families and children.
- Discuss suitable learning group placements with SLT.
- Ensure that new arrivals information is recorded in EMA files.
- Advise class teachers on strategies and resources for accessing the curriculum.
- Liaise with staff and monitor how new arrivals have settled into school and maintain appropriate records.
- Ensure that newly-arriving EAL pupils are initially assessed, assigned a stage of English within four weeks of arrival and their early progress is carefully monitored.
- Disseminate early assessment information to SLT and class teacher.
- Ensure that Stage of English data is conveyed promptly to the class teacher.
- Liaise with the teaching assistant when appropriate.
- Liaise promptly with class teachers and the SENCO when a child arrives with identified Special Educational Needs.
- Liaise with the SENCO and EMA department at the previous school as and when appropriate.
- Welcome child in weekly newsletter
- Ensure that the Vicar is aware of the arrival of all new children
- Discuss Pupil Review at Pupil Progress meeting with class teacher and take any follow up action as required.

Class teachers will:

- Ensure that the pupil's learning and pastoral needs are met by:
 - making sure to read the *Admission Form* and initial assessment information.
 - acknowledging children's previous learning, achievements, experiences and cultural backgrounds.
 - building on and extending children's existing progress and achievement.
 - disseminating information to teaching assistants and other support staff.
 - liaising with the EALTA, PSA, and SENCO as appropriate.
 - Plan activities and interventions to support the pastoral needs of new-arrivals.
 - Complete pupil induction Survey with first 4 weeks (from September 10)
 - Prior to end of first term complete pupil review to take to Pupil Progress Meeting with Headteacher
- Ensure that the class is a safe and welcoming place for all newly-arriving children by:

- preparing a coat hook, tray, books and equipment as appropriate.
- helping children to learn class routines, rules and expectations.
- preparing the class for new arrivals and appointing 'buddies'.
- employing the skills of class peers to welcome children through buddying activities.

The PSA worker will:

- Meet new families referred from the admission meeting at the first available opportunity.
- Begin to identify new arrivals' wider needs and assist families to apply for Free School Meals if they are entitled to them.
- Signpost parents to local agencies and services as appropriate.
- Link pupils and parents to after-school study support and family learning activities.
- Liaise with headteacher and SENCO about families causing concern.
- Liaise with class teachers about early progress of new arrivals.
- Organise review meetings with parents as appropriate, in close liaison with class teacher.
- In close liaison with the class teacher, develop effective ongoing communication with children and families and address the wider needs of new arrivals by making referrals to other agencies and services as appropriate.

Curriculum Access

We will ensure that all new arrivals access the curriculum as quickly as possible:

- New pupils will be placed in appropriate groups and classes.
- Those whose SEN statementing procedure needs to be completed will be assessed quickly so that their needs are addressed.
- Teachers will ensure new pupils are well supported by their peers.
- Teachers will enable new pupils to become familiar with subjects they are to follow.
- Teachers will ensure that the integration of new pupils does not reduce the progress of others.
- Pupils' English language skills will be developed to ensure the learning of curriculum language.
- Strong links will be developed with parents, carers and other agencies.

We will accelerate the achievement of all new arrivals:

- Teachers' lesson planning will address their diverse needs.
- Teachers will set short-term targets to support settling in and achievement, accompanied by rewards, and tracking will be used to monitor and demonstrate progress.
- New pupils will be given ample opportunity to develop their first language skills.
- Our curriculum and resources will reflect the background of new arrivals.

Parental Involvement

Wilton & Barford Primary School will provide the parents of new arrivals with:

- A warm welcome from a senior manager.
- The opportunity of a strong relationship and productive dialogue with us.
- Good communication, with interpreters used when needed.
- Sensitivity towards, and supportive of, the varying backgrounds, needs and circumstances of all new pupils.

- Active encouragement to be involved in their children's learning both at home and at school.
- Information and advice about the education system and the school curriculum.
- The opportunity to review their child's settling in and early progress.
- Information about family learning activities, support agencies and services as appropriate.

We will also provide initiatives to involve parents from mobile groups who traditionally do not attend school events or easily access services. We want parents to have a range of opportunities to have a genuine say in, and be an active part of, the life and work of the school.

Pupils departing to another school

Wilton & Barford Primary School work with families to ensure that parents are aware that as much advance warning of postings/ moving as possible is helpful and work with parents and carers to raise awareness of mobility issues and how these can be supported.

General information about moving and principal contact points for Service families, such as CEAS (www.ceas.mod.uk), and SCE (www.sceschools.com) will be given to parents as soon as the school is notified of a forthcoming move.

Any safeguarding concerns will be forwarded to the child's receiving school in a confidential envelope and the HT/ CPT will contact the safeguarding teacher at the receiving school.

In line with SCE policy, we will ensure that the student and accompanying parent are provided with a leaving report. This will contain details of:

- current National Curriculum levels, or sub-levels as appropriate, for core subjects
- the student's current targets in these core subjects
- details of attainment and achievement in foundation subjects key skills (From September 10)
- summary of any special needs and/or gifted and talented information
- DCSF UPN and CTF (Department for Children, Families and Schools Unique Pupil Number and Common Transfer Form). Note that UPN and CTF may not be available for students transferring from countries other than England and Wales.
- A complete set of current school-work

Implementation

SLT will liaise closely with the class teacher to carefully plan implementation:

- Cost implications to the school will be considered.
- Monitoring data will be used to further inform planning and decision making.
- Pupils, staff, parents and governors will be consulted for their opinions on this policy and be invited to propose suitable amendments.
- The policy and procedures will be disseminated to all staff, and be added to the induction programme for all new staff.
- Each key stage and curriculum coordinator will audit their curriculum and make any changes necessary in order to comply with this policy.

Evaluation & Review

We will hold an annual review of this policy. The SLT will assess the impact of the policy, and collect information that can identify progress and achievement for celebrating with the school staff, parents and pupils. This assessment can also be drawn on to make changes, if appropriate.

To make their assessment, SLT will annually compare the following reports (in relation to additional admissions) in order to identify and monitor areas of progress or concern:

- Admission records.
- Migration reports by year group, language and ethnicity.
- Attainment data at KS2, comparing 'stable cohort' with 'mobile cohort'.
- Attainment data by minority group.
- Exclusion records.
- Detention records.
- Attendance records.
- Continuing Professional Development records.
- Records of Parent Evening attendance.
- Records of reported incidents of racism and bullying.
- Attendance at extra curricular activities.
- Minuted records of review meetings of early progress with parents and pupils.

Monitoring data will be used to inform amendments to this policy.

CHILD PROTECTION STATEMENT

At Wilton and Barford Primary School, we believe that every child has the right to be safe and therefore to be cared for in a way that ensures her/his safety and meets her/his individual needs. We recognise that all children need protection at all times from anything or anyone that may cause them harm and work together following the Child Protection Policy to ensure this. We respect all members of the school's community and treat information with confidentiality.

This policy will be reviewed in July 2011.

Appendix:

1. New Pupil Review Form.
2. Checklist for new arrivals
3. Checklist for Departing Pupils.
4. Pupil Induction Survey

Wilton & Barford Primary School



New Pupil Review

Date:

Name: _____ DOB: _____ Class: _____ Start date: _____

School History	
From /to	School

Records received: Yes/No

Scale: 1 = Very good, no concerns 2 = Mostly good, only usual 'teething problems' 3 = Some concerns, needs monitoring 4 = Serious concerns, needs action

Physical and Emotional Well-Being

	1	2	3	4
Does the child come to school/class willingly?				
Is he/she generally happy and relaxed?				
Is he/she able to initiate contact (physical/verbal) with adults in class?				
Has he/she made at least one 'best' friend?				
Does the child interact positively with peers in class?				
Does he/she play nicely with others in the playground?				
Is attendance good and does the child arrive punctually to school?				
Are there any apparent health problems?				
Is the child coming to school clean and appropriately dressed?				
Is the child displaying any attention seeking behaviour?				

Areas scoring 3/4

Concern:	Action Required (if any):	Done?

Attitude to Work and Academic Performance

	1	2	3	4
Does the child show interest and motivation in learning?				
Does he/she start tasks?				
Does he/she stay on task?				

Does he/she complete tasks?				
Is work at a generally consistent level within a subject area?				
Has the child made any contribution to whole class discussions?				
Is there any evidence of Special Educational Needs?				
Has he/she demonstrated progress in English acquisition if an EAL beginner				

Areas scoring 3/4

<i>Concern:</i>	<i>Action Required (if any):</i>	<i>Done?</i>

General Behaviour

	1	2	3	4
Does the child follow class routines?				
Does he/she follow whole school routines e.g. lunchtime, lining up?				
Does he/she know the layout of the school as necessary?				
Does he/she accept adults' directions?				
Can the child work or play without constant adult supervision?				
Does he/she participate positively in group/class activities?				
Does he/she work cooperatively with peers?				
Is the child making frequent toilet visits or using other diversionary tactics to get out of the class?				
Is contact with a parent/carer at an acceptable level?				

Areas scoring 3/4

<i>Concern:</i>	<i>Action Required (if any):</i>	<i>Done?</i>

Date of follow-up meeting if required: _____

Check list for Departing Students

Preparation for students

- ⊕ Leaving School booklet, produced with teaching assistant, includes details/photo of school, of the learner, samples of work for new school;
- ⊕ Moving to a New School booklet for children to complete;
- ⊕ TA and child research new school on Internet ;
- ⊕ Allowing the leaver to photograph friends, staff, school building, etc for their new school
- ⊕ CEAS 'Moving Schools Pack'. Shared with family
- ⊕ SEAL units

Leaving Rituals

- ⊕ card from class; card with class photo
- ⊕ school mug and autograph book
- ⊕ assembly farewell; leaving certificate
- ⊕ goodbye in weekly newsletter

Administrative preparation

http://www.serviceschoolsmobilitytoolkit.com/vts_sec_fcd_departureschecklist.asp

- ⊕ Parents complete a leaving form ahead of departure. This also serves as an aide memoir and checklist that transfer reports and records have been prepared and, as appropriate, entrusted to parental courier.
- ⊕ Head contacts receiving school ahead of transfer. This is particularly important where there is anything unusual about the move and may be essential to ensure that provision for any special needs can be prepared.
- ⊕ Preparation of school records and leaving reports
- ⊕ Completed and signed DfES KS1 / KS2 Transfer Form
- ⊕ Current Maths, English and Science books and significant ICT and foundation subject samples of work
- ⊕ Recent NCT papers and other relevant documentation / records
- ⊕ Foundation Stage Profile or KS1 / KS2 Report. .
- ⊕ Children's reports
- ⊕ Reading Record
- ⊕ SEN records from file and individual target sheets
- ⊕ Parents complete exit survey
- ⊕ On the leaving day, the **prepared** portfolio of latest books, folders and assessment records (including a full leaving report with information on progress in core areas and next-step targets) to be placed in an envelope for parents and for the next school.

Immediately after departure

- ⊕ Common Transfer File (CTF) should be uploaded to the DCSF web-site for the new school to access (where it is known).
- ⊕ The school updates its database of departures and destinations.

Checklist for new arrivals

- 🌐 Admissions form completed
- 🌐 Meeting with parents and child
- 🌐 Tour of school
- 🌐 PSA contacted
- 🌐 Parents signposted to agencies if required
- 🌐 Class prepared for new student
- 🌐 UPN added to SIMMS
- 🌐 CTF downloaded from transferring school
- 🌐 KS levels added to SIMMS
- 🌐 HT spoken to sending school (if in UK)
- 🌐 Agencies informed if pupil has SEN/D
- 🌐 Children added to Wilts tracker
- 🌐 NC levels added to tracker
- 🌐 Targets for end of year/KS added to tracker
- 🌐 Buddy found for new pupil
- 🌐 Child welcomed into school - assembly, newsletter
- 🌐 EAL assessment
- 🌐 Spelling/reading age tests completed
- 🌐 Complete Pupil Induction
- 🌐 Meet with parents to ensure child has settled
- 🌐 Pupil reviews completed

Checklist for Leaver

When children leave Wilton & Barford Primary School please check that the following have been included in their leaving pack.

Pupil Name		DOB:	
Class:		NC Year	
Receiving school			
Documentation		Checked	
School reports			
DCFS transfer sheet			
FS profile			
KS1 results			
English targets			
Maths targets			
Reading record			
SEN documentation			
SATs tests			
CATs test analysis			
Tracker			
ICT assessment			
Portfolio of learning			

Parents:

Please take this pack to your child's new school as it will assist their teacher in settling them quickly into their new class.

Class Teacher signature:

Admin signature

Ht/DH signature:

Parent's signature:

Date:

Wilton & Barford Primary School



Pupil Induction Survey

Name:	Year group:	Class:	Date started:
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During your first few days at this school were you	Yes	No	Not sure	
Shown around the school				
Given a class buddy				
Shown where the toilets were				
Have you made new friends				
Are children friendly to you on the playground				
Do you know the school rules				
Is your class teacher friendly and helpful				
If you have a problem do you know who to tell				
Is the learning too easy				
Is the learning too hard				
Have you met the Headteacher				
Has your class teacher spoken to your family				
Is the school making you feel welcome				
How much do you like Wilton & Barford Primary School				
Not at all	Not much	It's ok	Very much	It's great!
What could the school do to help you settle more				
Is there anything about your last school you wish we did here				