

Induction of Newly Arrived Pupils at Hearsall Academy

Name _____

Class _____

Pre admission

Task	By whom	Date
<ul style="list-style-type: none"> • Hold Induction Meeting with Parents and children 	Head Teacher	
<ul style="list-style-type: none"> • Ensure all relevant information is cascaded appropriately 	HT and Admin	

Day One

Task	By whom	Date
<ul style="list-style-type: none"> • Show child and parents around school and make Welcome Book, if appropriate 	EMA TA	
<ul style="list-style-type: none"> • Ensure child has buddies and that the buddies know what they are expected to do 	Learning Mentor	

<ul style="list-style-type: none"> • Check that books, drawers and coat pegs are labelled. 	Class TA	
<ul style="list-style-type: none"> • Introduce child to DRA and ensure that they are aware of dietary needs. Ensure they are aware of any relevant issues. 	EMA TA	
<ul style="list-style-type: none"> • Alert SMT and class teacher to any immediate concerns regarding wellbeing and share any other information regarding education and home background 	ALL Staff	

During first week

<ul style="list-style-type: none"> • Contact MGSS to request MLA support unless obviously inappropriate. 	Inclusion Manager	
<ul style="list-style-type: none"> • Display basic greetings in first language in class room by using Language of the Month website http://www.newburypark.redbridge.sch.uk/langofmonth/awards.pdf 	Class Teacher	
<ul style="list-style-type: none"> • Make contact with parents and arrange regular liaison before or after school, or via a diary 	EMA TA/Class teacher	
<ul style="list-style-type: none"> • Inform all staff who will come into contact with child about relevant background information (language, cultural and dietary needs) by completing Background Information sheet 	EMA TA	
<ul style="list-style-type: none"> • Produce a visual timetable for pupils as appropriate 	EMA TA	

<ul style="list-style-type: none"> • Obtain bilingual dictionary for children in Upper Key Stage 2 if they have literacy skills in first language 	EMA TA	
<ul style="list-style-type: none"> • Make time to observe child during difficult times of day (start of day, lunch and break time) and report relevant information to class teacher 	Class TA	
<ul style="list-style-type: none"> • Ensure class teacher knows how to use Clicker 5 "English For Beginners" and that it is on class computer 	IT Manager	
<ul style="list-style-type: none"> • Liaise with class teacher to ensure parents know about PE days, homework schedules, holiday dates and school times 	EMA TA	

During first half term

<ul style="list-style-type: none"> • Use "All About Me" to gain information about family background and share information as appropriate 	Learning Mentor	
<ul style="list-style-type: none"> • Spend a few minute morning and afternoon with the child to get to know them 	Class teacher / Learning Mentor	
<ul style="list-style-type: none"> • Take regular language samples as a record of progress and feed back to class teacher 	EMA TA	

<ul style="list-style-type: none"> • Carry out New Arrivals initial assessment and cascade information to Inclusion Manager and Class teacher 	EMA TA	
<ul style="list-style-type: none"> • Support learning by alerting teachers to key resources/visuals 	EMA TA	
<ul style="list-style-type: none"> • Watch for signs of tiredness or changes in behaviour and alert key staff 	All staff	
<ul style="list-style-type: none"> • Be alert to changes to normal routines/information that parents may need to know about (eg; school trips, family assemblies, swimming, visits to church, bumped head letters.) 	EMA TA/ Class teacher	
<ul style="list-style-type: none"> • Monitor book bag to ensure that communication with home is taking place 	EMA TA	

