

Cliftonville Primary School



Independence Safe and Settled Resilience Respect Aspiration Learning Community

OUR MISSION

As an outstanding school we will inspire children to achieve more than they ever believed possible

OUR VISION

**That every member of our school community is challenged and supported to be the very best they can be
That through our high-quality learning experiences & curriculum we will improve the life-chances of our children
That we educate the whole child so they can thrive in a changing world**

In year admissions and induction policy

Date of initial policy update	July 2026	Date of next review	September 2028
Approved by governors		Key person	Andrea Frith, Assistant Headteacher

This in year admissions and induction policy relates to pupils entering the school at other than normal times. In our school the normal entry point would be at the beginning of the Foundation stage. In reality we have a very high proportion of pupils who enter the school at other times.

This high mobility rate presents the following challenges for the pupil, their parents and the school:

- Changing schools can impede pupil's academic and social progress. They may have difficulty adapting to different styles of teaching and learning and it can take their new teacher a while to establish their strengths and areas for development. Making new friends and settling into a new school can be a daunting prospect for children.
- Parents may worry about disrupting their child's education and be unsure about the best way to help them.
- The school will find target setting for each cohort difficult when the children are constantly changing. Practical arrangements for the induction of new pupils take considerable teacher time and the arrival of new children disturbs established friendship groups and can lead to an unsettled period for groups of children.

We hope that the measures outlined in this policy will help minimise the difficulties associated with mobility and ensure that pupils arriving at Cliftonville Primary School maintain their progress and settle happily into school life.

In year admissions

The school will follow the same process for in-year admissions as for admissions at the start of the academic year. Details can be found on the [schools website](#) and the link to the in year admission form from Kent is [here](#).

Where the school has places available in--year, it will offer a place to every child who has applied for one without condition or use of oversubscription criteria, unless to do so would be to prejudice the efficient provision of education or use of resources.

The published in-year admissions arrangements will also provide a suitable application form for parents to complete, including a supplementary information form, where necessary, and set out when parents will be notified of the outcome of their application and details about the right to appeal.

The school will consider all such applications and if the year group applied for has space available, then a place will be offered. If a place is not available, then the child's parent can ask for their child's name to be added to the appropriate waiting list. If there is a waiting list and/or more in-year applicants than places available at that time, the process of prioritising applications will be as described above.

After a place has been offered, Cliftonville Primary School reserves the right to withdraw the place in the following circumstances:

1. When a parent has failed to respond to an offer within a reasonable time.
2. When a parent has failed to notify the school of important changes to the application information.
3. The admission authority offered the place on the basis of a fraudulent or intentionally misleading application from a parent.

Where an offer is accepted, the school will make arrangements for the pupil to start as soon as possible.

The Induction Process

Prior to Admission

As much information as possible, is collated prior to admission to support a smooth transition to Cliftonville Primary School.

Parents will have to visit the school with their child. The office staff will contact the child's previous school to gather information informally. Requests for pupil records will be made promptly on the morning of admission. All relevant paperwork, including an in-school document that is shared with relevant departments (e.g. SEN and Pastoral Care) will be given to the parents and a meeting arranged with a member of SLT or Phase leader and if required the EAL parent support worker. This meeting;

1. Provides the opportunity to discuss the background to the change of school and the child's needs in more detail and as a consequence, ensures that we can target any support quickly and efficiently to support the child and the family. Information will be passed to the schools SENDco and Parent support workers for further action if required.
2. Builds relationships with the child and the parents.
3. Allows the school the opportunity to explicitly state our high expectations of behaviour and learning, attendance and punctuality and other important information about the year group they are entering.
4. At this meeting we will state that we will need to contact their previous school to get further information in order to support their child's transition into our school ensure that we are able to put them in the right classes for learning.
5. A date for admission will be made once this information has been received.

Day of Admission

In order for children to settle into Cliftonville Primary School, admissions will be made quickly so that there is a minimum amount of disruption to the child.

Arrangements will be made for a Inclusion Support Assistant or other adult to collect the child from our office and walk them round to their class and get them settled.

If there are a number of entrants at the same time or in a short period of time, the school reserves the right to spread the starting date across a number of half terms, to ensure quality of induction for each child and the time for staff to be fully prepared. This also allows other new pupils to settle.

Morning One

Support on the first morning will include the following:

- Pick up and drop off from the school office or met by phase leader on the playground.
- Identifying a "buddy" for the child.
- Label & organise personal resources and show where classroom resources are kept.
- Talk through the class timetable & routines and support the child with morning routines.
- Discuss the expectations and processes of the school eg behaviour policy - rules rewards & sanctions

By the end of the week

- An initial assessment will be made to ascertain their reading, writing and maths and passed to the class teacher, this will include;
 - Listening to the child read and establishing a baseline - suggest a "best fit"
 - Reading group.
 - Complete a picture & writing "All About Me".
 - Maths assessment.

Class teacher will touch base with parent at pick up in the afternoon to feedback on how first day has gone and continue if necessary throughout first week.