



Mid-Phase Admissions Policy

Approved: March 2026

Approved by: Local Advisory Board

Next Review: March 2027

Aims

The aim of this policy is to:

1. Welcome the child and their family.
2. Gather information about a child and their family.
3. Preparing the class teacher on how to support the child in class.
4. Assessing the child's abilities in order to support them in making maximum progress in all areas.

What issues affect new arrival, Multilingual children and their families?

- Not accessing the school language
- Managing a move to a new country
- Isolation, unfamiliar culture
- Lack of friends and support (for child and parents)
- Prior experiences affecting their life (separation from parent, trauma, insecurity)
- Little or no previous schooling
- Undiagnosed needs
- New setting and structure at school

What is needed when a newly arrived child joins our school?

- Preparing the class teacher on how to support the child in class
- Gathering essential information about the child and their family
- Welcoming the child and their family
- Assessing the child's abilities

Why is it important to gain information about the whole family?



In order for pupils to make progress it is important that all areas of a child's life are assessed where possible to allow the school to support families in accessing resources and support where needed.

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Three admission phases for new arrivals

1. Before admission
2. After admission
3. Beyond admission

1. Before admission

The process of information gathering is essential in making sure that the school can prepare as much as possible for families and pupils before they arrive at Rose Hill Primary School.

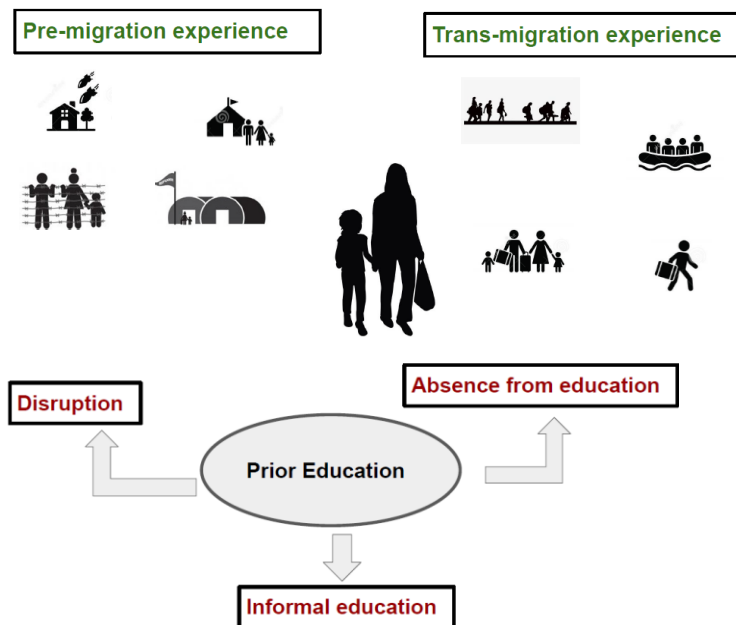
Before a start date is offered an initial meeting is set with the Assistant Principal to gather information about pupils and the family. This is carried out using the Mid-phase admission interview form.

Preparation for their first day.

- Assigning the child a class
- Tour of the school building and year group/class
- Guidance on different entrances and exits
- Provide relevant support for new arrival families -what will they need?
- Book labels and languages resources prepared

Areas for staff to be aware of:

- How to write and pronounce child's name correctly
- Where have they come from and who is with them?
- Who has raised the pupil joining your school?
- What languages do the family speak, read and write?
- What is the pupils learning history?
- Pupils interests, hobbies and strengths?
- Home situation- Accommodation
- Religious observations
- Dietary requirements
- Access to technology at home
- Any existing child protection or social care involvement



2. After Admission

Class teachers will ensure that pupils are assessed for RWI phonic within their first week so that they can take home a reading book and be assigned to a stage appropriate English group as soon as possible.

Where pupils are multi-lingual Class teachers will at the end of week 2 complete a Bell's foundation digital assessment tool, this will identify targets for pupils in relation to language acquisition.

Staff will endeavour to support pupils and families to feel welcome upon starting at Rose Hill. Below are some of the ways that this can be achieved:

- Remind relevant staff of child's first day.
- Ensure someone is there to accompany the child to their class with their family.
- Find out how to say 'hello' and a few phrases in the new pupil's language and teach the class to say it
- Introduce the child to class and class buddy.
- Take time to talk to the family and reassure them.
- Ensure that a TA or buddy takes the child around to show them key areas in the school. (toilet, dinner hall, playground) This should happen for at least a few days.
- Ensure that middays and staff on duty are aware of child's first day.
- Check in on the child to ensure they are settling in.
- Reassure the class teacher that the child requires time to get to know them and the class routine (use a welcome booklet).

Buddies

A buddy will be assigned to new pupils. The role of the buddy will be to welcome the pupil into school, while it is not essential that they speak the same language it can be helpful where possible. Buddies will e.g. being with them at break and lunchtime, showing them around the school (including the toilets), helping them in class to organise their work, their homework diary, equipment etc.

Link Families

Where possible The school will 'link' families who speak the same language or are from the same / similar community in order to help families navigate cultural differences or challenges and help communicate with the school.

3. Beyond Admission

Staff review pupil progress using Bell's foundation trackers, RWI phonics progress, class work, and how the pupils 'settle'. If appropriate class teachers will fill in cause for concern forms and raise concerns in phase meetings.