21.7.17 – updated 19.5.20

Procedure/Process Map for new pupils to the school

Throughout this process there are always bilingual staff to assist any parents/carers who need it. We also offer support with written paper work if required.

Parents/carers approach school.

Parents/carers given a copy of the school Prospectus.

School could be contacted by an outside agency, prior to parents contacting the school.

Parents/carers arrange a visit with the Extended Home School Links Worker at school (if available), if not then office to take a phone number for EHSLW to contact later. A member of SLT may then carry out a tour if the EHSLW was not available.

During the tour of the school and meeting, the EHSLW/SLT member is also able to find out any further information, if there are any siblings, medical information, any language difficulties etc., and how the school can best meet the needs of the pupil/s and family if required.

During the visit, the parents/carers and child/children have an opportunity to complete a tour of the school and find out information beyond the school prospectus and school website. Parents/carers also have the opportunity to ask the Extended Home School Links Worker or a member of SLT questions to gain further information about the school.

Parents are also asked to read and complete an 'Attendance Agreement Form', highlighting a positive working relationship between the school and the family to ensure good attendance is achieved.

On the pupil/s start date, parents/carers will be asked to complete an information sheet and a data sheet, to include home address, phone numbers and emergency contact details.

Information includes whether the pupil/s have FSM, use inhalers, have any medical information, allergies, whether Social Care are involved, etc.

Once a pupil/s have started school they receive a School Planner, which includes a Home-School Link agreement page that parents/carers are asked to sign, agreeing to work in collaboration with the school to support their child's/children's learning.