

# New Arrival Induction Flowchart



## Admissions Visit

Parent/carers receive a tour of the school. Parents/carers are provided with a school information pack that includes a school brochure.

Class teacher is informed of pending arrival start date and given all the relevant information that is available so far. School contacts previous setting for further information.

## Prior to Arrival day and in the early days

Prepare the pupils and staff so they can welcome the new child e.g. learning 'hello' in their spoken language.

Choose a 'buddy' to support new arrival and help navigate around the school.

Ensure the new child has a peg, a tray or locker (if needed), and a set of books (which are all labelled).

Regularly check in with the child and update parents /carers if requested. School contact parents/carers if there are any existing concerns/worries such as eating, emotional etc.

## Assessing the new child

Class teacher to assess child's English proficiency. If resources are needed in a different language, teacher to organize vocabulary to help child communicate.

Speak with Deputy Safeguarding lead (DSL) if there are any safeguarding concerns.

Arrange and plan any relevant 1:1 support, paired work, small group interventions if needed.. Ensure child has reading book (if applicable) that is matched to child's level.

Contact made with child's previous school (if applicable) if teacher requires more information or if information is missing.

Monitor progress and update data records when necessary. Monitor to see if child needs a Cause for Concern form e.g. academic/emotional/behavioural needs.

Record baseline data on Arbor data system.

Differentiate lessons accordingly and ensure child can access learning at an appropriate level in lessons.