



The **co-operative**  
academy of Manchester

# STUDENT INDUCTION POLICY



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## **Introduction**

The Co-operative Academy of Manchester will engage with all students whatever their ability, needs or interest and through the provision of a personalised programme of learning will ensure that every student makes the most of their ability. The Academy will work collaboratively all key agencies and other schools to provide a comprehensive, coherent and engaging educational provision. The academy acknowledges the value and worth of each student by providing a personalised learning programme to ensure that every student will be fully engaged in learning for life.

## **Aim**

The development of a student induction process which quickly and smoothly enables students to make the most of the academy's curriculum is an important element. This document defines the broad outline of this process which will be developed in detail by the Assistant Vice Principal-Key Stage 3

## **Roles and responsibilities**

The responsibility for the implementation of these arrangements rests with the Principal. On an operational basis, the management, responsibility and evaluation of this is undertaken by the Assistant Vice Principal—Key Stage 3

Learning and Pastoral Support Officers, Learning Tutors, all teaching and associate staff will assist in induction arrangements.



## Processes

### All Year 6 Students

- All main feeder primaries are visited by LPSO and Lead Teaching Assistant.
- Year 5 and 6 students will have the opportunity to have literacy and numeracy classes delivered by academy teachers.
- The Year 6 transition is done in three parts; the primary phase, the induction days and the first three weeks in the academy:
- The Primary phase involves the students studying a book and producing written pieces of work as an outcome. During this three week period the students are introduced to:
  - Be introduced to the Mnemonic structures used in CAM
  - Start to use and draw comparisons with 'Independent Learning Strategy' language.
  - See SPAG marking similar to that used in CAM
  - Start the 'Drop everything and Read'
  - Start to Collate 'Best work' folder to bring to CAM
  - Start to work with CAM students visiting primaries
  - Use Independent Learning Grids to support SOW
  - Use 'Learning grids' in lessons
  - Become familiar with the learning wall
- Year 6 students will attend a minimum of three induction days in Half-term 6. The Induction days will include:
  - Address on standards and expectations from academy Principal.
  - Introduction of key staff involved in transition and pastoral management of Year 7.
  - Taster lessons covering a range of subjects delivered at the academy.
  - Drama workshop based on the book studied in Primary
  - Tour of the academy site.
  - Reading assessment so literacy skills can be assessed prior to September start.
  - Collection of biometric data for school meals.
  - Opportunity to purchase uniform
  - Collection of key documents from parents
- During the first three weeks in the academy students will continue to complete lessons based on the book chosen for the Transition Project.
- First day of term arrangements will include a staggered start.
- Year 7 Parents Evening scheduled for the fourth week of September
- Close monitoring of academic and social / emotional progress.

### Students with Special Educational Needs

- LPSO and Lead TA go out to meet relevant staff
- Where possible LPSO and Lead TA meet students and their parents
- Personalised transition plans are used where necessary. These begin after the Easter holidays and can include:
  - visits to the Academy for students and parents
  - additional meetings and visits for parents



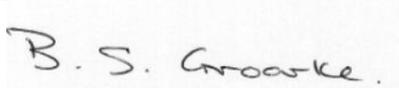
- small group work to familiarise students with staff
- meeting students from other schools to form friendships
- travelling to and from the Academy
- Year 6 Annual Reviews or Child Protection meetings are attended by LPSO and Lead TA for statemented students or those with a social worker
- Collection and collation of all info which is shared with all relevant staff prior to September
- SEN, LAC, CP students are identified and transition plans for them continue into year 7
- Key staff are identified to support the identified students
- Support which is in place at KS2 is continued where possible into KS3
- Close monitoring of academic and social / emotional progress
- Close liaison with home and outside agencies where necessary

### **International New Arrival Admissions and Mid Year Admissions**

- Appointment date with Principal/Vice Principal issued. Interpreter provided if required.
- Meeting regarding standards and expectations.
- Fixed admission day.
- Meet with Vice Principal—Curriculum to choose pathways.
- Meeting with Learning and Pastoral support Officer – rules and routines, tour of building, placed in family, allocation of 'buddy' ideally one that speaks their home language.
- English language assessment carried out by the academy's English as an additional language specialist.
- Student information made available to staff.

### **Monitoring, Evaluation and Review**

This policy will be reviewed at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

<b>Adopted by the Co-operative Academy on</b>	<b>18<sup>th</sup> June 2015</b>
<b>Chair of Governors</b>	
<b>Principal</b>	
<b>Review date</b>	<b>5<sup>th</sup> May 2017</b>