



St Marys Church of England School **Kirkby Lonsdale**



Our Christian vision is for all our children and community
to flourish together and enable others to do the same,
using their **talents and gifts to serve** and support others,
encouraging a **sense of care and responsibility to others**
and the world.

MOBILITY POLICY

Nurturing creative thinkers...

Our Christian vision is for all our children and community to flourish together and enable others to do the same, using their talents and gifts to serve and support others, encouraging a sense of responsibility to others and the world.

Nurturing: Our primary school envisions a nurturing environment where everyone feels valued, supported, and empowered to reach their full potential. We commit to fostering a culture of care and encouragement, recognising and embracing the unique strengths and abilities of each student. Through personalised attention and a focus on holistic development, we aim to create a foundation that instils a sense of belonging and confidence in every learner.

Creativity: At our school, we believe in cultivating creativity as a cornerstone of education. We aim to provide a dynamic learning environment that sparks curiosity, imagination, and a love for exploration and inquisitiveness. We aim to integrate innovative teaching methods, diverse learning experiences, to inspire students to think beyond boundaries. By fostering creativity, we aim to equip our students with the skills and mindset necessary to navigate an ever-evolving world.

Thinking: Our school aspires to develop critical thinkers who are not passive learners but active contributors to their communities and the world. We emphasise the cultivation of analytical, problem-solving, and decision-making skills. Through inquiry-based learning and a curriculum that encourages questioning and reflection, we seek to nurture students who can approach challenges with resilience and adaptability. Our vision is to empower young minds to become lifelong learners and conscientious, responsible citizens who positively impact the global society.

We recognise that St Mary's Church of England Primary School has a varied level of inward pupil mobility throughout an academic year. We believe that it is essential to ensure that our children settle into school and are supported appropriately so that they flourish and feel a part of our community. We want all members of the community to use their gifts and talents to support others. Importantly, a positive transition and a good understanding of our children ensures pupils are settled, valued and able to achieve.

We believe it is essential that every child settling into our school is supported appropriately so that they feel an immediate sense of belonging, flourish as part of our school family, and are empowered to use their unique gifts and talents.

A positive transition and a deep understanding of each child ensure that pupils are settled, valued, and able to achieve their full potential socially, spiritually, and academically. The school ethos plays a vital role in supporting a pupil's successful transition, and we commit to providing a warm, positive, and welcoming atmosphere for both pupils and their families.

We recognise that new arrivals come from diverse ethnic, linguistic, and socio-economic backgrounds. Parents and carers may have experienced difficulties in securing a school place, may live in temporary accommodation, or may have experienced disruption in previous settings. Understanding a child's individual needs ensures they become established quickly and make excellent progress.

OUR COMMITMENTS TO NEW PUPILS & FAMILIES

To ensure every new pupil is fully supported upon arrival, St Mary's commits to:

Buddy System:

- Assigning a 'Pupil Buddy' to support the child on their first day and throughout their initial weeks.

Welcome & Induction:

- Providing pupils and parents/carers with a comprehensive Welcome Pack and a guided school tour led by a member of staff.

Teacher-to-Teacher Communication:

- Ensuring a member of the teaching team communicates personally with the child's previous teacher/school within the first week of arrival.

Diagnostic & Baseline Assessment:

- Conducting early diagnostic baseline assessments in Reading, Mathematics, and Spelling within the first fortnight to identify learning strengths and support needs.

Pupil & Parent Voice:

- Holding a 1-to-1 pupil interview with a key member of staff within the child's first week.
- Contacting parents/carers by phone or in person at the end of the first week to discuss transition progress and address any questions.

Data, Safeguarding & Administrative Transfers:

- Updating student information on our Management Information System (Arbor) within the first week.
- Requesting and importing the Common Transfer File (CTF) via the DfE School-to-School (S2S) system for pupils joining from state-funded UK schools.
- Ensuring all safeguarding and child protection records are securely transferred DSL-to-DSL in full accordance with statutory DfE guidance (*Keeping Children Safe in Education*) and Westmorland and Furness Safeguarding Children Partnership (W&FSCP) procedures.

Liaison with Independent & International Schools (Non-CTF/URN Transitions):

- Where pupils join us from Independent schools within England or from international schools abroad that do not use Unique Reference Numbers (URNs) or the DfE Common Transfer File (CTF) framework, school administrators and teaching staff will directly contact the previous setting.
- We will request comprehensive alternative documentation, including recent school reports, academic transcripts, SEN/learning support records, medical/allergy profiles, and attendance/behaviour records to ensure continuity of care and learning.
- For overseas arrivals, staff will sensitive transition support to accommodate differences in educational systems, language backgrounds, and curriculum structures.

Targeted Support & Inclusion:

- Where appropriate, initiating the SEN Graduated Response (*Assess, Plan, Do, Review*) or an Individual Education Plan (IEP) for pupils with additional educational, physical, or medical needs.
- Supporting pupils with English as an Additional Language (EAL) or those from vulnerable cohorts (including Cared-For Children and Young Carers).

Monitoring & Progress:

- Continuously tracking academic progress and emotional well-being to guarantee that every child makes good or accelerated progress.

Through this care and structured framework, our new pupils become an integral part of the St Mary's family quickly, feeling confident, valued, and ready to thrive.