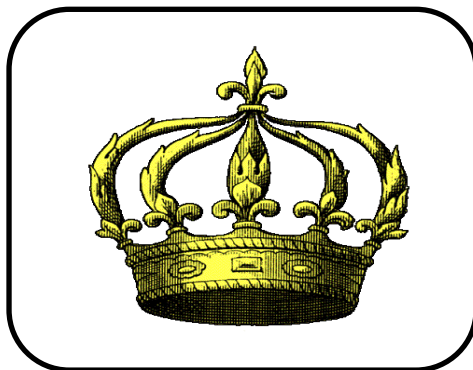


# *King George V Primary School*



## Early Years Admissions and Transition Policy

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September 2015

## **Admission Procedures**

### **Admissions**

Admissions to both Nursery and Reception at King George V Primary School adheres to Sandwell's lea Policy. Our Nursery takes children between the age of 3 and 4. Places are offered on a part time basis for either the morning or afternoon session. Providing there are places available, children are able to start any time after their third birthday.

Reception take new children in September, who are 4 before the end of August so will reach the age of 5 within their Reception year.

### **Induction to Nursery**

We have compiled a comprehensive induction programme for those starting in the nursery. From experience, we believe that if induction procedures are followed appropriately, with care and professionalism, children and parents will have a successful and enjoyable start to school life.

### **Home Visits and Parent Interviews**

We believe that it is important to forge a partnership between home and school right from the start. Children and their families will be visited in their own homes prior to starting Nursery and Reception education. We feel that this practise will help us to develop home-school links in the following ways:

- it opens lines of communication between home and school
- it gives time to parents who may find it difficult to come into school
- it allows parents to discuss concerns or anxieties in private, including specific health or dietary needs
- it allows staff to meet children in the security of their own home environment and begin to establish relationships
- it allows staff to observe children behaving in a relaxed atmosphere

The home visits will take place a few weeks before your child is due to start Nursery. Families will be asked to complete a form detailing information relating to, for example: previous learning experiences; skills and achievements; social, emotional and health matters and parents skills and interests.

### **Continuity of experience**

All children offered a place in Reception visit the classes during the Summer Term where they are introduced to reception staff, the room and each other.

Some resources are shared between the Nursery and Reception classes so that the children are familiar with their usage and can build on previous experiences. This practise is important because children are at different stages of development and maturity.

The Nursery and Reception children are taught the same letter formation when writing their names and a copy of the writing script is given to parents during the induction period.

### **Transition from Nursery to Reception**

Children in Nursery and Reception work closely together, however during the summer time, nursery children starting Reception will be given a number of occasions to stay for a longer session and familiar themselves with having their lunch with the other Reception children. During this time, they will be working in the Reception classroom.

### **Induction to the Reception classes**

The children are introduced into Reception classes altogether, which settles them in to their new environment and introduces them to new friends. Such an introduction also gives all staff a chance to get to know the children quickly and will give them time to assess their abilities and needs which will form the basis of a carefully planned programme of work. During the settling in period children establish daily routines within the classroom and during lunch times.

In the first few weeks of term parents are invited to discuss any immediate concerns with staff, there will be opportunities to have in-depth consultations with teachers regarding each individual child's needs. There is also a starting school booklet which parents and children are asked to fill in together and bring to these meetings.

As King George V Primary School is funded for full time placements in Reception, it is not possible to allow children to attend on a part time basis for extended periods. However, some provision could be made for individuals to attend mornings only for a limited period of time if it is felt necessary for the child.

### **Four Year Olds in the Reception Classes**

It is LEA policy to admit children into school at the beginning of the academic year in which they are five years of age. The school recognises that many of these children are barely four years old when they make the transfer to a reception class.

The needs of a four year old often differ from those who are five and that, therefore, reception classes have a wide developmental range. The staff plan an environment and differentiated learning experiences to meet the needs of all children.

### **Parental Involvement**

Parents have a central role in supporting their child's learning. Staff should demonstrate a commitment to developing a positive partnership with parents and carers with a shared sense of purpose, mutual respect and a willingness to co-operate.

We aim to do this through:

- inviting parents to an induction meeting during the term before their child starts school
- giving children the opportunity to spend time with their teacher and nursery nurse before starting school
- asking parents to fill in the "This is Me" booklet with their children
- encouraging parents to talk to reception staff if there are any concerns
- offering a range of activities which support the involvement of parents, such as, the home-school book and curriculum evenings as well as parents' evenings where targets are shared.

### **Home-school learning log**

In Reception, the learning log will be sent home once a week with a reading book for the child to read and may include homework activities for parents and children to do together. Letters informing parents of school and class events will be sent home every Friday informing parents of class learning each week and some activities which can help support their learning.

### **Parents and Carers in Class**

We actively encourage and welcome parental involvement in a range of classroom activities. In order to gain the most from this support, we aim to give helpers clear instructions and desired learning outcomes where appropriate. All parents and carers are required to read and sign the guidelines for helpers in class.

### **Transition from Reception to Key Stage One**

In order to ensure there is a smooth transition between Reception and Year One, staff from both phases work together to ensure that the children's progress continues to move forward and that the transition is as easy as possible for each child. This is done through:-

- Regular meetings between staff to discuss each individual child
- Evidence of children's work and progress is passed onto the next teacher
- Year One staff come into the Reception classroom to get to know the children in a familiar environment
- Reception children have time to go into their new classrooms
- Reception children will share Key Stage One playtimes with the current Year One and Two children
- The King George V Primary School transition checklist is followed during the Autumn term (See Appendix 1 and 2)

### **Equal opportunities**

We are aware of the importance of ensuring that all children receive equality of opportunity at King George V Primary School. We aim to:

- challenge sexism and racism
- avoid the use of stereotypes in books and resources
- choose resources which promote positive role models
- encourage girls to use the construction equipment, computer, water and outdoor play equipment
- encourage boys to use the writing corner, book corner, small world equipment and role play area
- encourage all children to share ideas during discussions
- encourage respect for all members of the school community
- teach children about a variety of cultures, faiths and festivals and encourage children to share their own experiences with adults and peers
- provide resources which reflect our multi-cultural and multi-faith society

### **Bilingual Children**

We value the children's home language and try to ensure that parents have access to information. The needs of bilingual children are considered during planning and appropriate strategies developed to facilitate progress in English. We have learning support assistants who can provide additional language support.

### **Special Educational Needs**

The early identification of children with special educational needs is important and procedures listed in the SEND code of practise are followed throughout the school. The Early Years staff liaise with parents, the SENCO, Health Visitors, Speech Therapists, School Nurse and the School Psychological Service etc, in order to meet the needs of individuals. The end of year assessment provides additional evidence to support concerns related to progress and learning difficulties.

