



*Enjoyment and Achievement
in Learning*

Allocation of children to parallel classes

Background information

In September 2014 the school is moving from one form of entry (30) to three form entry (90). The environment provided for the Foundation Stage consists of three reception classrooms and shared outside play/learning areas. Unfortunately, we have not been able to find accommodation for our Nursery so this will be closed. Although children will be allocated to a specific class, there will be many daily shared activities so that children will also play and learn with those from the other classes.

The maximum number of children per class will be 30 (this is the legal limit for Reception and Key Stage 1).

Each class will have a qualified teacher and a teaching assistant and any support required for children with additional needs will be provided in consultation with parents and outside agencies.

All admissions for places at Southville Primary School are dealt with by Bristol City Council's Children and Young People's Services Admissions Department. For further information please see the Council website or contact the Department by calling 0117 903 7694 or by email at school.admissions@bristol.gov.uk.

Procedures for allocation

- When the school has been informed of the names of children starting in our reception classes in September, they will be listed in chronological order of date of birth for boys and girls.
- Children will then be allocated to classes.

In doing this:

- A panel of the Headteacher, Foundation Stage Leader and Special Needs Coordinator will then have a close look at the list with a view to fulfilling the following aims:
 - To create mixed ability classes of similar profile relating to age, gender and ethnic background so as to offer children equal curricular and social opportunities.
 - To take into account the specific social, emotional, or behavioural needs of individual children, where known, and to allocate children with perceived special needs across the classes, being aware of staff expertise and the physical environment provided.
 - To do our best to make sure that each child is put into a class with at least one other child from their previous setting or that they know, although we are aware that children do not always choose to maintain these relationships later in their school career. Advice about how children learn and develop harmonious learning relationships with their peers will be considered when liaising with professionals from the child's previous setting.
 - The panel will endeavour to deal sensitively with every child, holding relevant discussions where appropriate, and their decision will be final.
 - Although we cannot guarantee that we can meet requests, parents and carers should contact the headteacher in writing if a child has any health problems, disabilities, special educational needs or exceptional circumstances that need to be considered by the panel in making their allocations.
 - The placement of siblings within the same age group will be discussed with parents and their views will be taken into account.
- Where parallel classes continue year on year, it is expected that the class composition will remain unchanged unless there are exceptional reasons for moving children to other classes. If changes are to be made, discussion will take place with parents in advance.

Transition procedure:

Our aim is to create a secure and settled start on entry to Southville Primary School for every child.

- The Early Years Foundation Stage Leader and Reception staff will visit children in their current setting during the Summer Term prior to their starting date and before they are allocated to a class.
- If a child does not attend a pre-school setting or their setting is situated a significant distance away, a home visit or telephone conversation will be arranged.
- An induction evening will take place in the Summer Term for parents to find out more about starting school, procedures, routines, the curriculum, daily life and expectations.
- An induction programme will be organised including home visits, if requested, and a phased programme building from half days to full days.

September 2014

Week 1 - 3 days only, as there are 2 in-service days. Home visits if requested.

Week 2 - Small groups in the morning/afternoon Monday to Thursday, whole class all day Friday.

Week 3 - As for week 2 but children swap to other half of the day Monday to Thursday and whole class all day Friday.

Week 4 - Children start full time.

Date completed: 30/04/2014

