



Admissions Policy



ADMISSIONS POLICY

ADMISSION INTO PRE-SCHOOL (FOR CHILDREN AGED 2)

Children may only be admitted into our Pre-school if they meet the criteria set by the Local Authority and are in receipt of a letter of eligibility.

If there are sufficient spaces for all the applications, all the children will be admitted, irrespective of their catchment area.

If the pre-school is oversubscribed, places will be offered on a first come, first served basis based on the date of the application. This is irrespective of the child's catchment area or date of birth.

Before a place is offered, the child's full Birth Certificate must be seen by the Pre-School Manager. (Where the full version is not available, a copy of the parent's Working Tax Credit form must accompany the shorter version). The original offer letter from the Local Authority must also be produced.

ADMISSION INTO NURSERY

Children are accepted into Nursery the term after their third birthday. To apply for a place for your child, please complete a request form which is available from the school office. You will need to provide proof of your child's date of birth and evidence of your home address.

Nursery admits children in September, January and Easter (dependent upon availability of places). The school follows Wakefield Local Education Authority's policy on admissions for full time places. If the number of preferences received for the school does not exceed the Admission Number, all preferences will be met. If there are more applications than there are places available, preference will be given in the following order:

- a) Children undergoing Special Educational Needs statutory assessment or with an ECH Plan/Statement of Special Educational Needs (which names the school);
- b) children in public care or fostered under an arrangement made by the Local Authority;
- c)
 - (i) children who live in the school's catchment area, who have brothers and sisters attending the school at the time of admission;
 - (ii) other children who live in the school's catchment area;
 - (iii) children who live outside the school's catchment area but have brothers or sisters attending at the time of admission;
- d) children who have brothers or sisters in attendance at the school;
- e) other children by age order (admitting the eldest first).

Children with a Statement of Special Educational Needs

Children with a Statement of Special Educational Needs are dealt with under a different mechanism. Any child with a school named on their statement will automatically gain a place at the school named in the statement via the statementing process. Any child with a statement of special educational needs who is admitted to a mainstream community/voluntary controlled school will be counted against that school's admission number.

Transition from home to nursery

Nursery operates an index system where children's personal details are organised in date of birth order. Prior to children starting nursery, a letter is sent inviting parents and children to a parents' welcome meeting. Parents attend a meeting led by the foundation stage leader and are introduced to the headteacher and the nursery nurses. All relevant information is shared with new parents throughout the meeting and parents have an opportunity to visit the nursery.

Parents are then invited to attend an open day at the beginning of the new term. Parents will be required to bring their child's birth certificate and complete admission forms, including medical details, contact details and adults permitted to collect their child.

Nursery is closed to all other pupils on the open day. On this day the new children and parents will be able to take part in activities within the nursery setting with the nursery nurses, as described in 'Structure of Foundation Stage' (section 2 of this document).

Parents are given a start date for their child and introduced to their child's key person. Start dates are staggered over a period of two weeks, depending on the individual child and intake numbers.

This process usually begins in the second week of term, to allow staff to re-introduce routines to the existing nursery children.

Aims

1. To provide the children with a happy, secure start to nursery education.
2. To inform parents about nursery e.g. routines, curriculum, organisation etc.
3. To exchange information about the pre-school child.
4. To try to involve parents in nursery.
5. To ease anxieties and answer questions parents may have.

Parents

Information for Parents:

1. Letter - inviting parents to the 'welcome meeting'.
2. Welcome Meeting.
3. Open day.

4. Nursery Welcome Booklet and school brochure.

Information received from parents:

1. Birth Certificate.
2. Admission Forms - permission slips, medical information, contact details, adults permitted to collect the child.
3. Any assessment information from previous setting.

At the welcome meeting and on the open day, information about nursery life is exchanged with parents and children. It is an opportunity for staff, parents and children to start forming good relations. Staggered entry systems allow staff to spend more individual time with each child to ease children and parents into a secure routine, at this special, yet sometimes traumatic time.

Children

An open day followed by staggered nursery admissions gradually introduce children to nursery and allow more time for children and staff to form secure bonds. During their visits children will be able to:-

- 1) meet other children;
- 2) meet the nursery staff;
- 3) become familiar with the nursery layout;
- 4) participate in nursery routines;
- 5) use the areas of provision e.g. sand, water, construction etc.

These particular methods of admission facilitate staff to give individual attention to the pre-school child creating a smooth and happy start in nursery.

ADMISSION TO MAIN SCHOOL

All applications for school places, either at the start of or during the school year, are dealt with by Wakefield Local Authority. The Admissions Team can be contacted on 01924 305062, admissions@wakefield.gov.uk or by clicking on the following link:

<http://www.wakefield.gov.uk/residents/schools-and-children/schools/admissions/school-admissions-about-us>

It is the parents' responsibility to ensure that they apply for a full time place for their child at the appropriate time. Attendance at our pre-school or nursery does not guarantee a place in the full time Reception classes.

The annual admission limit for the school is 60. If the number of preferences received for the school does not exceed the Admission Number, all preferences will be met. If there are more applications than there are places available, preference will be given in the following order:

1. Children in Public Care (Looked After Children) or fostered under an arrangement

made by the Local Authority;

2. (i) Children will live in the school's catchment area who have brothers or sisters attending the school at the time of admission;
(ii) Other children who live in the school's catchment area;
3. Children who have brothers or sisters in attendance at the school;
4. Other children, with priority being given to those living nearest to the school.

Children with Special Educational Needs

- Children with a Statement of Special Educational Needs or Education, Health and Care Plan are dealt with under a different mechanism. Any child with a school named on their statement or Education, Health and Care Plan will automatically gain a place at the school named in the statement or Education, Health and Care Plan via the statementing process. Any child with a statement of special education needs or Education, Health and Care Plan who is admitted to a mainstream community/voluntary controlled school will be counted against that school's admission number.
- Special Educational Needs is a term used if a child has difficulty accessing the curriculum, which may mean that he/she may need to have some form of specialist provision made for them in order to learn. It may be a general learning difficulty, an emotional, behavioural, sensory or physical disability or it may be a difficulty related to communication or speech and language. Further information can be obtained from Special Educational Needs Assessment and Review Team or Parent Partnership.

Transition from Nursery to Main School

Aims

1. To provide the children with a happy, secure transition period, from Nursery to full time education in main School.
2. To promote a positive image of all aspects of School Life for the young child - a base on which to build their education.
3. To inform parents of life in main school, e.g. routines, rules, curriculum, School ethos etc.
4. To try to involve parents in the life of the School.
5. To ease anxieties and worries of the child and parents.
6. To provide a structured approach to entry.

Systems Used

Parents

1. Letters sent to Parents from the Local Education Authority i.e. admission procedures.
2. Places allotted in Upper foundation Stage

3. At present School takes children to the Reception class in September

Letters are sent from School to parents inviting them to attend a parents' welcome meeting at a specific time and date. The welcome meeting is led by the Foundation Stage leader who will introduce the two Upper Foundation stage teachers.

At the meeting the Foundation Stage leader will inform the parents of any relevant information regarding school life. Each parent will be given a copy of the School Brochure, which relates to that specific academic year. The Foundation stage leader will discuss relevant information, important elements of the Brochure and share the expectations of full time school. Parents will be given a tour of the school and will meet with the Headteacher, before visiting their child's new classroom. They will have an opportunity to meet the class teacher and the support staff.

Children

The transition process ensures that children are happy and excited about moving into their new class. Upper foundation stage teachers spend time in nursery during the final term, to familiarise themselves with the children and to ensure the children are aware of who they are.

A transition morning is planned into the school year where pupils spend time in their new class with their new teacher and friends, in the final term.

This is to ensure the children get to;

- a) Know the other children;
- b) Know the teacher;
- c) Familiarise self with the layout of the room;
- d) Know the layout of the main School building (e.g. where the toilets are, etc);
- e) Discuss their class rules, create their peg pictures./ paintings for the wall;
- f) They will stay for Storytime and other planned activities: - e.g. creative.

A transition meeting takes place at the end of the year to allow Lower Foundation Stage staff to liaise/discuss each individual child with the Upper Foundation Stage teachers. The Upper Foundation Stage teacher will be given assessment information regarding the individual child's skills and abilities. Written information, which has been collated during the child's life in Lower Foundation Stage, will be given to the Upper Foundation Stage teacher, e.g., records, data, learning journeys, etc. The Upper Foundation Stage teacher will already have good knowledge of the new children through shared assessment/data feedback sessions with all Foundation Stage Staff.

All children start Upper Foundation stage at the beginning of the new school year in September. The children do not have staggered entry dates or lengths of time. The children attend school for the full day, on the first day.

Roles and Responsibilities of Staff

Overall responsibility for management, planning and assessment and organisation of the Foundation Stage rests with the Foundation Stage Leader and ultimately with the Headteacher. The management structure and roles of staff are as follows:-

Headteacher:-

- Overall responsibility for over-seeing all procedures within the Foundation Stage.

Deputy Headteacher:-

- Monitoring Foundation Stage procedures and the Foundation Stage leader.

Foundation Stage Leader:-

- Liaise with all staff as appropriate;
- Monitor Foundation Stage medium term/weekly planning;
- Monitor and track assessment and progress throughout Foundation Stage, including Baseline assessments;
- Ensure learning journeys, observations and assessments are carried out effectively;
- Monitor Special Educational Needs in Foundation Stage;
- Liaise and work with outside agencies as appropriate;
- Responsibility for transition of pupils from home through nursery, to reception and into key stage 1.

Foundation Stage Teachers:-

- All planning and assessment responsibilities of a class teacher.
- Liaise with other staff as appropriate.

Nursery Nurses/Classroom Support Assistants:-

- To support the class teacher in their settings as appropriate.
- Liaise with the class teacher and support short term planning through observations and assessments.

Transition from Foundation Stage to Key Stage 1

During the last half of the summer term in Upper Foundation Stage the sessions are planned to smooth the transition from play based learning to the more structured approach of year one.

Throughout Upper Foundation Stage, children experience playtimes and assemblies, giving them the opportunity to meet and get to know the year one teacher. Before the end of the year the Upper Foundation Stage class teacher and year one teacher will take part in a transition meeting to discuss the children, and look at the children's work. The Year 1 teacher will be given assessment information regarding the individual child's skills and abilities. Learning journeys will be shared with the new teacher as well as children's work books.

This is a whole school working document and covers all year groups, including our Pre-school (2 year olds), the Early Years, Key Stage 1 and Key Stage 2.

This policy will be reviewed in the next academic year or in light of any changes, whichever is the soonest.