

THE QUEENSWELL FEDERATION

NEW PUPILS (KS1 & KS2) POLICY

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Rationale

Starting school for the first time or moving from one school to another can be an anxious time for both parents/ carers and children. It is important that families are inducted into school in a way which will ensure that they have a positive experience of the school from the beginning and which will establish a partnership between home and school. We want parents and carers to be well informed and we acknowledge the vital contribution they make to their child's education. We want staff to understand and support the admissions process to ensure that children have a relaxed, secure and enjoyable introduction to our school.

Equalities

At The Queenswell Federation, we believe it is the right of all pupils, regardless of their gender, ethnicity, physical ability or linguistic, cultural or home background to have access to high quality learning experiences in stimulating and supporting environment where prejudice and stereotyping are challenged.

We are strongly committed to positive action to remove and challenge discrimination in all aspects of the School and its work. The importance of staff awareness regarding the dangers of preconceived expectations based on stereotypes is essential and we bear this in mind when dealing with new children.

Aims

At The Queenswell Federation, we aim to establish a positive partnership with families, which will enable each child to settle into school quickly and happily. This policy sets out clear admissions procedures for children and their families. We aim for staff and families to understand and support our admissions procedures to enable children to have a happy, relaxed and secure introduction to our school.

Objectives

- To set out clear procedures to inform parents and carers of the admissions process
- For the school to be well-prepared to admit children into the school
- To set out clear and proper provision for the first days in the school for each child
- For all parents and carers to have a clear understanding of the school's ethos and expectations and to acknowledge that they have a vital role to play in school life.
- To establish a partnership with families which will enable children to settle into school quickly and happily
- To ensure that careful assessment of children's abilities, stage of development and progress is made on entry to school and to identify and recognise any Special Educational Needs

IMPLEMENTATION

Admissions Criteria

The school follows the LA recommendations for admissions.

A 'Guide to Primary Education in Barnet' is produced by the Directorate of Educational Services for Barnet and is available on the LA's website.

ADMISSIONS PROCEDURE

Parents expressing an interest in sending their children to the school will be given an opportunity to visit the school. This initial visit will be conducted by the New Arrivals TA.

During this visit, there will be an opportunity to:

- Walk around the main areas of the school and visit some classes
- Discuss the curriculum organisation, equalities, Special Educational Needs and Behaviour policy
- Receive information about the school
- Discuss any particular issues relating to their child
- Receive a copy of the school prospectus including all related paperwork
- To complete a registration form

Families who are new to English may bring a 'friend' to translate for them on their initial visit.

For children coming up from the Infant School to the Junior School, there will be a transfer meeting where the above will be explained and prospectus packs handed out.

Prior to starting

For children who attend Reception in Queenswell Infant School, please refer to the EYFS: Settling & Transitions Policy.

Children who attend Queenswell Infant School will have the opportunity in the summer term to visit the school individually with parents or staff of the Infant School, as groups and as classes. The teachers, teaching assistants for the classes they are going into will have the opportunity to visit the children 'in situ' in the Infant School. These visits should also tie in with liaison with Infant Staff. The LMT & Inclusion Manager will also visit the Infant School.

The First Few Weeks

Children starting in years 1 or 3 in September will be expected to attend for the whole day. There will be activities for the children to learn about the school and its routines.

Early on there will be a meeting for parents/carers to meet the teacher.

The school will also allocate 'buddies' which allows children from another year group to assist them in settling into the school

During the first half term, staff will complete a 'Baseline' assessment for each child – refer to assessment policy & procedures.

Casual Admissions

A casual admission, is one which takes place after the School year has begun.

When a request is made by the LA to admit a child as a 'casual' admission, the school will:

- Meet with the parent or carer to discuss the school ethos, equalities and Behaviour Management and SEN Policy
- Provide a short tour of the school from the New Arrivals TA/ SLT and visit some classrooms.
- Introduce the child and parent/carers to key members of staff

- Gather as much relevant information as possible, including;
 - the history of the child's previous schooling, if any. Parents/carers should be informed that the previous school will be contacted
 - how the child settled into their previous school
 - which languages are spoken at home and whether the child can read or write in this language
 - any relevant information regarding their social and emotional needs
 - any concerns the parent or carer may have about their child
 - Any indications of special educational needs and any previous interventions
 - Any specific interests the child may have
- Telephone the child's present or previous school to inform them of the child's imminent admission and make a request for any records
- Establish the need to contact any outside agencies (e.g. Social Services, EMA support, learning / behaviour support)
- Provide a School Prospectus to the Parent/Carer
- Assign the child to a class and introduce the child and parents/carers to the staff whenever possible
- Arrange a starting date for the child as soon as possible, ensuring that the parents and carers know where to go on the first day
- Meet with the EAL co-ordinator/ TA, if new to English

This information should be gathered with sensitivity. It is important that at this introductory stage parents and carers are made to feel welcome. Many will be unfamiliar with the area and may be in a state of crisis for a variety of reasons. Some families may have experienced a great disruption in their personal and social lives and need support to settle into a new and unfamiliar environment. It must be made clear to parents/carers that information will be confidential and is being requested in order to best help the child by trying to meet the particular needs they may have.

The prospectus pack contains:

- General guidelines for attendance and punctuality and other issues
- Medical information form
- Uniform information
- Homework information
- Ethnic Monitoring forms
- Consents form
- GDPR information

Before the child's first day:

- The class teacher will be informed about the new child's admission
- The class teacher will tell the class that there is a new child starting and prepare resources with help from support staff etc
- Discuss with the class how to help the new child feel welcome and settle into the class/ school. In some cases, it may be appropriate to give the class some background information about the child
- The Head Of School/ Inclusion Manager will discuss the needs of the child with the class teacher and support staff, if appropriate

On the First day:

- The child and parent/carer will meet with the New Arrivals TA or SLT before the start of the school day

- The New Arrivals TA or SLT will introduce the child to the class teacher
- The class teacher will assign the child a 'buddy'
- The school secretary is responsible for ensuring that all forms are returned to the office
- The class and teacher will briefly explain the school rules. New children will obviously not be aware of school rules, rewards and sanctions system and it must not be assumed that they will automatically assimilate these. It will be necessary to provide opportunities within the class to explain school rules and procedures.
- At the end of the day the class teacher will endeavour to introduce the parent/carer to other parents/carers. It is especially important to introduce them to others who speak the same language.

During the first few weeks:

- The teacher will encourage the provision of home language support from peers where possible
- The teacher will talk to the child about how they are settling and ensure that they have some peer support within the class
- The teacher will communicate regularly with the child's parents or carers to reassure them or inform them about any concerns
- Some initial assessments will be carried out to determine the stage of development and progress of the child. EAL support staff and the Inclusion Manager will be involved where appropriate
- Any needs regarding SEN or EAL support will be discussed with the Inclusion Manager or EAL co-ordinator and appropriate arrangements will be made for provision
- The New Arrivals TA or SLT will assess each child using the school's current assessment materials
- Additional educational support will be provided by the New Arrivals TA or SLT.

Admission for children from Refugee and Asylum seeking families

Additional support may be needed for children and families who are seeking asylum. The majority of these families will speak little or no English and may be in a state of crisis or trauma. While the admission and induction of these families should follow normal admission procedures, additional support and strategies may be necessary.

At The Queenswell Federation we will:

- Provide an interpreter or translator during admission if at all possible
- Recognise the need for sensitivity when requesting documentation or evidence of date of birth. We recognize that some cultures calculate age using a different system and it is important to consider this when allocating children to a year group
- The need for sensitivity and support for the child and their family, and an understanding of emotional and cultural needs
- Introduce new parents/carers to others who are more established at the school and to other parents /carers who speak the same language, where possible

Children who leave school mid-term

It is essential never to ignore the needs of children transferring school mid-term, as well as the needs of receiving schools, and existing peer groups. Successful transfer is a two-way process and all too often lack of communication and preparation can hamper the process. We endeavor to make the process as successful and happy as possible.

The following information should be passed on:

- Information about the child requested by the receiving school, which is honest and open about the child's needs.

- Written records, Barnet Primary Records, Assessment and Target setting information
- SEN, attendance & safeguarding records where appropriate

Parents should be informed that relevant information about their child will be given to the new school and that this is common practice.

Children transferring school will undoubtedly be apprehensive and feel insecure about the imminent changes in environment, not knowing friends and teachers, and being unsure of routines and procedures in their new school. We can help allay these fears in a number of ways.

- The children should be asked by class teachers about any concerns they may have and these need to be discussed.
- The child should be told that schools have been/will be in contact with each other. Where appropriate the child should be asked what they would like the new school to be told about them and what has been told about them.
- “Circle time” or “Carpet” sessions can be used to explore the child’s feelings with their friends and cement a sense of belonging at their present school, enabling the child to transfer having left on a positive note with good experiences and memories.
- The child could be invited to take one or two pieces of work they are proud of to show to their new teacher and class.

Class dynamics will alter when children leave as they will when children join. Groups may be affected or it may be only one or two particular friends. Support should be given to them.

MONITORING, EVALUATION AND REVIEW

The Head Of School is responsible for monitoring the effectiveness of this policy in collaboration with the Senior Management Team, the Administration Team and the SENCo.

RELATED POLICIES

Equalities Policy
 Admissions Policy
 EYFS: Settling In & Transitions
 Transitions Policy KS1 to KS2
 Refugee & Asylum Seekers
 GDPR & Data Protection Policy
 Privacy Notice – Children & Families