

Stanton St Quintin Primary School, Stanton St Quintin, Wiltshire. SN14 6DQ			
Name of Policy	Admissions to the Early Years Foundation Stage Policy		
Last Reviewed	March 2017	Reviewed by	Head Teacher
Approved by	Governing Body EYFS Leader: Natalie Eels EYFS Governor: Doreen Pattison	Owned by	P&S
Next review	March 2019		

All children are admitted to the school in accordance with Wiltshire Council's 'Admission Arrangements for Community and Voluntary Controlled Primary Schools'.

Principles

Young children entering formal education have many years ahead of them in school. It is therefore important to begin this process in a sensitive and caring manner. To settle into school with eagerness and enjoyment can develop a love for learning.

Aims

- To make the transition from pre-school to full time education as smooth as possible
- To provide a secure and caring environment in which the children are happy and eager to learn
- To develop a partnership between the child's home and school
- To provide each child with an equal opportunity to achieve individual success
- To enable children to develop confidence and increased independence
- Help children develop their powers of expression and a love of acquiring knowledge through play, exploration and investigation
- To support Vulnerable Children (including those with Special Educational Needs, EAL, families with high mobility)

Entry to School

Children are admitted to school in accordance with the County Admissions Policy. Please note this direct quote from Wiltshire Council.

'From September 2011, all reception age children are offered full time places when they start primary or infant school. In previous years, those born between 1 April and 31 August attended on a part time basis for at least a term.'

If parents want their child to attend part time from September or to delay entry until later on in the academic year, they must contact the school directly to arrange this.'

Any child who is having difficulty settling into full-time education, or whose learning or behaviour causes concern may have their entry delayed or re-organised following discussion with parents/carers.

All children are given a staggered start time on their first day at school. This enables all children to be given the maximum attention as they start school on what is their "very first day". It enables them to become familiar with their surroundings in a relaxed and secure environment. We encourage parents/carers to stay for as long as they like/or until their child feels ready for them to leave on their first day. After the first day,

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parents will be encouraged to leave after the ten 'open door' minutes. On the child's first day at school they will start as part of a small group. This gives the children a calm and reassuring start to school. For the first weeks, all children stay until 12.00. At an agreed time, the children stay to lunch at school and go home at 1.05pm. Free hot dinners are provided for all Reception and KS1 children and we actively encourage all children to take up this offer. However, children may bring their own packed lunch if they prefer.

In agreement with Chippenham Cluster Primary Schools, all Reception children attend school full time from the 3rd week after the start of term.

Parental Involvement

During the term prior to the child starting school all parents/carers are invited to a meeting where they are:

- introduced to the Head Teacher, Class Teacher and Teaching Assistant;
- given a brief overview of the Early Years Foundation Stage curriculum and how early Literacy and Mathematical Development are taught;
- talked through home learning expectations;
- given a brief overview of a typical school day and what to expect when their child starts school.

The class teacher and teaching assistant offer 'Home Visits'. This is an optional chance for us to visit children and their parents/carers at home. This gives parents/carers and teachers a chance to discuss informally any problems or concerns and to meet the children in their own home.

The EYFS teacher will visit all of the children in their pre-school settings prior to starting school. Parents/carers are invited to bring their children into the Foundation Class for regular visits in the term before entry.

The EYFS coordinator tries to visit local nurseries at several points during the year, so that many children are familiar with her before they even have a place confirmed. The EYFS coordinator also attends regular Chippenham network meetings with all local pre-schools and EYFS Leaders in attendance as part of her endeavour to achieve a 'Year Round Transition'. At these meetings, colleagues agree shared provision that will support children collectively (E.g. clearly marking children who were funded 2 year olds, putting extra focus on independent changing etc.)

During the first term and subsequently:

- In the Foundation Class, as with the rest of the school, there is an Open Door Policy and parents/carers are free to come in between 8.50 and 9.00am. They are welcome to speak to the teachers and teaching assistants if it is a quick message. However, if a parent or carer would like a longer chat, they should make an appointment for after 3.15pm. Children who are using our 'Early Morning Drop Off' facility may enter the building from 8.30am-8.45am but parents are not allowed inside at this time. The 'Early Morning Drop Off' facility is run free of charge.
- Parent/Teacher consultation evenings take place in October, February and July. These give the opportunity for parents/carers and the teacher to discuss how well the child has settled into school and the progress they have made. It is also a chance for any concerns to be raised. If any concerns need to be raised before this time, the class teacher will willingly make an appointment to meet with the parents.

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The Curriculum

The Early Years Foundation Stage informs planning. All planning is informed by continuous assessment of the children and their individual needs.

Assessment

Children are informally assessed during pre-school visits, home visits and parent/carer interviews prior to entry. This informal assessment helps the teacher know every child's "starting point".

During the first six weeks in school, the class teacher assesses all the children informally; this starts the child's school profile.

Continuous assessment takes place within the classroom and targets are set for future learning.

The Foundation Stage Profile is completed for all children in the Foundation Stage at the end of their first year at school and prior to them entering Key Stage One; a copy is given to parents at the end of the year as part of the annual report. The profile is tracked in the back of each child's Learning Journey which parents are actively encouraged to share.

Children with Special Educational Needs

Every case of a child experiencing some difficulty is discussed with the parents/carers and, if necessary, the Special Educational Needs Co-ordinator and suggestions of help and support are made. 'Stanton Plans' are written where needed and parents/carers kept informed of progress. A 'Pupil Profile' is created by each child that details their needs from their own perspective as part of our ongoing goal to achieve a 'Person Centred Approach'. There is a specific and detailed SEND policy with additional details available on the school website.

Pre-School Liaison

There is regular liaison with the local pre-schools, and assessments of children that will be entering school are received by the school. Children visit the Foundation Stage Class during the term prior to entry to school as often as possible, including afternoon sessions and the chance to borrow a 'Play Pack' on a weekly basis. During our 'Playpack' sessions, parents are encouraged to network and form bonds. It is likely that our 'Induction Afternoons' will be held throughout term 6 (the last part of the Summer term) for one afternoon per week.

This policy will be reviewed by the Governing Body as part of its schedule of policy review.

This policy is aligned with the principles set out in the school's Child Protection policy and should not contradict these principles.

This policy should be read in conjunction with the following policies:

EYFS Policy

Safeguarding Policy

Racial Equality Policy

Sex and Relationships Policy

Child Protection Policy

Anti Bullying Policy

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Equal Opportunities Policy
Special Educational Needs Policy

Policies are saved in staff on the server.