



New and Mid-Phase Admissions Procedure -

February 2020

This policy will be reviewed annually
Last updated: Feb 2020
Next review: Feb 2021

Introduction

Kensington Primary School serves a diverse local community. Although a large part of the school population is stable, a number of other children and their families are mobile. This means the community is continuing to evolve and change. We are also growing, enlarging to a 3-form entry school.

Definition

New admissions are pupils who join the school as a Reception class pupil on 1st September.

Mid-phase admissions are pupils who join the school outside the New Admission dates.

Items pertinent to New Admissions can be read in section A. Items relevant to both New and Mid-phase admissions can be read in section B.

Rationale

At Kensington Primary School we recognise that:

- All children are entitled to education and access to the whole school curriculum.
- Parents may be new to the EYFS and/or Primary phase and unsure of what happens and our expectations of them.
- Children may join the school for a variety of reasons.
- Parents and carers need to be welcomed and involved.
- Some pupils who arrive during the school term may have experienced difficulties. This may include :
 - (a) being homeless and in temporary accommodation
 - (b) having attended several schools already and having a disrupted education
 - (c) having recently arrived from another country or being a refugee or asylum seeker who has fled from armed conflict and persecution
 - (d) bereavement or other major change in family structure

Aims

At Kensington Primary School we aim to:

- provide a warm welcome for children and their parents/carers who arrive both at new admission level and mid-phase, which will reassure them that our school is a safe and caring environment.
- provide children and families with effective multilingual information about our school, the curriculum and the local area.
- ensure that children with medical needs are properly assessed on entry to the school.
- record relevant information about a child's background and previous educational experiences.
- acknowledge and value the experience, knowledge and skills that new children bring to the school.
- ensure that children's wider needs are addressed through co-ordination with other agencies and services.
- develop strategies to encourage new pupils to make friends and have positive peer support.
- enable each child to participate in the curriculum at an appropriate level.

SECTION A NEW ADMISSIONS TO RECEPTION

Parents and carers apply for a Reception place for their child in November/ December prior and the deadline is usually early January of the year they are due to start. The admissions policy is stated in the Newham Admissions Policy. We are not responsible for allocating places in school; this lies with Pupil Services at Newham Council. They allocate places according to the following criteria:

Priority 1 Looked after children or children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order)
Priority 2 Children who have been assessed by Newham Council's Special Educational Needs Service as requiring a particular named school to meet their special educational needs and/or physical access. In addition the child must be on the Special Educational Needs Code of Practice and be in receipt of 'high needs funding' and/or have physical access difficulties.
Priority 3 Children who live in the school's 'catchment area' and at the same time of admission will have a sibling in the school.
Priority 4 Children who do not live in the 'catchment area' but will have a sibling in the school at the time of admission.
Priority 5 Other children who live in the school's 'catchment area'.
Priority 6 Other children, whether or not they live in Newham.

Usually, by May we are sent a list of pupils offered a place with us. The majority of our Nursery pupils move up to our Reception unit.

We have approximately 30-50 pupils allocated to us who have not attended our Nursery. They might come from other nurseries and day care providers or be new to the country; in a few instances they have remained at home and not had any pre-school provision.

Visiting the school before applying:

Sometimes parents and carers ask to view the school when they are not sure about which school to apply for.

It is important we offer them a visit. Usually our Head Teacher will show them around, answering any questions and also sign- post them to our website for additional information.

We hold at least one Open Day and one Open Evening in Autumn Term for prospective parents to visit the school.

The following is what happens once we are sent a list of pupils starting in September:

The Office will:

- Receive the allocation list from Newham.
- Send out letters to confirm the place.
- Liaise with Early Years Leader regarding times for home visits.
- Send out letters with date and time of home visits.
- Input data onto SIMs

The EYFS Leader will:

1 Arrange a parents/carers meeting in preparation for full time school

The purpose of this meeting is:

- for parents and pupils to meet all of the EYFS team
- to provide information on school and settling information to new parents
- provide a welcome pack for parents/carers
- show school uniform and equipment each child is expected to bring to school

2 Liaise with other nurseries and day care providers

Sometimes nurseries and day providers ask to arrange a trip for their pupils to the school.

3 Liaise with any relevant outside agencies

We are often advised early on that a child may have Special Educational Needs or be under the care of Social Services. We liaise with any relevant agencies on the best way forward for each child starting our Reception. The EYFS coordinator will decide which other colleagues may need to be involved, e.g Pastoral Officer or SENCO. Sometimes an individual starting plan will be put in place, especially if it is deemed that a pupil may find it hard to cope all day at school.

4 Provide open sessions in Reception

We provide a day where pupils and parents/carers can come and spend time in Reception classes and the outside area.

5 Draw up class lists

When drawing up class lists we:

- try to ensure all pupils are evenly placed into classes to ensure a balance of gender, EAL and Special Educational Needs; if pupils enter mid-phase we try to allocate them to a relevant class in order to maintain this balance, if spaces allow for this
- always separate twins, cousins and any other family members as we believe it is beneficial to have time away from each other. This is maintained throughout a child's time at Kensington.
- always ensure that a child related to a member of staff is not put into a class where they will be teaching; this applies to children of teachers and support staff alike. This is maintained during a child's time at Kensington.

NEW ADMISSIONS TO NURSERY

For new admissions to Nursery, parents can apply by picking up and completing a Nursery application form from the school office. Once we receive a completed form, we will allocate places according to Newham's allocation criteria. Following the allocation of a place, the process followed will be the same as for Reception (outlined above).

SECTION B
WHOLE SCHOOL PROCEDURE FOR NEW AND MID-PHASE ADMISSIONS

This policy identifies key roles for different members of the school staff. However, we recognise that all staff and children in the school have a role in welcoming new arrivals.

Pupil Services of Newham Council send us a list of any mid-phase pupils

School office staff will:

- Welcome families who visit the school to enquire about school places
- Provide families with an application form
- Place the child's name on the waiting list (nursery)
- Prepare forms and materials needed for welcome interviews
- Assist with the *New Pupil or Mid-Phase Admission Form* for parents and carers as appropriate
- Assist families to apply for free school meals if they are entitled to them
- Organise interpreting support for welcome interview if requested
- Introduce parents to the Pastoral Officer to go through application procedures and give more detailed information about the school
- Enter each child's details onto the school's SIMS system and ensure every child that doesn't already have one is given a UPN.

The Admissions Officer will:

- Receive the allocation/withdrawal list. This is passed to the Pastoral Officer to arrange a date and time for an interview.
- Complete the weekly vacancy returns.

The Pastoral Officer will:

- Contact the parent when a place becomes available via Pupil Services(Newham Council) and offer a place
- Arrange a date and time for the welcome interview
- Request interpreting support from the EMA coordinator if needed
- Maintain the welcome displays and multilingual information in the school entrance
- Welcome and interview new families and children at a time as close to the admission day as possible
- Provide the family with a 'welcome' pack, which will include translated information
- Provide details of the new admissions to the Senior Management and class teacher and Pastoral Team
- Identify the family's wider needs, where appropriate and signpost family to relevant agencies and services if help requested
- Liaise with EAL lead to provide additional support if necessary
- Liaise with SENCO where necessary
- Monitor how new arrivals have settled into school
- Liaise with class teacher on the progress of new arrivals
- Ensure that each class in key stages one and two have identified, trained 'buddies'
- Check that the buddies are involved in helping the new child settle in
- Encourage new arrivals to attend the after school clubs as a means of integrating into school
- Liaise with parents/carers
- Attend in-service training to support professional development Make links with families
- Communicate the new arrival by listing on the dedicated noticeboard in the Staff Room

The Pastoral Team will:

- Promptly put into place any action needed before and when a child starts school
- Liaise with teachers to support and offer advice

The EAL Lead will:

- Advise the class teacher on strategies to support the integration and achievement of the new pupil where appropriate
- Introduce the new pupil to other children who speak the home language where applicable
- Work as part of the VCM process to provide in-class support to assist settling in and progress, if additional support felt to be necessary
- Ensure that newly-arriving EAL pupils are assessed and assigned a stage of English within three weeks of arrival
- For children with below expected levels of English acquisition, allocate the child to either the Rise or Shine programme
- Ensure that Stage of English data is conveyed promptly to class teacher and school office

Class teachers will:

- acknowledge children's previous learning, achievements, experiences and cultural backgrounds;
- build on and extend children's existing progress and achievement;
- disseminate information to classroom assistants;
- liaise with the Pastoral officer, EAL Lead and SENCO as appropriate;
- Ensure that the class is a safe and welcoming place for all newly-arriving children by:
 - (a) helping children to learn class routines, rules and expectations;
 - (b) preparing the class for new arrivals;
 - (c) preparing a coat hook, tray, books and equipment as appropriate;
 - (d) encouraging class 'buddies' to support new arrivals in the initial two-three weeks of admission.

VCMs

We have Vulnerable Children Meetings for every year group each ½ term. Every Mid-phase pupil is discussed at these. Once a child has settled, they will be taken off the VCM list as long as there are no other issues.

Buddying

Each class has two designated 'buddies', who are responsible for helping mid phase starters settle into school.

The Pastoral Officer and EAL Teacher hold half-termly sessions for all buddies to participate in activities relating to their role.

This policy will be reviewed annually