



Admission, New Arrivals & Transition Procedure

1 Introduction

- 1.1 Our governing body applies the regulations on admissions fairly and equally to all those who wish to attend this school. The School Standards and Framework Act 1998 introduced a new framework for school admissions as of September 2000. This was later revised in the Education Act of 2002. Our admissions policy conforms to the regulations that are set out in that Act and are further explained in the statutory School Admissions Code of Practice and the statutory Appeals Code of Practice. These were revised in January 2003 and came into force in September 2004.

2 Aims and objectives

- 2.1 We seek to be an inclusive school, welcoming children from all backgrounds and abilities.
- 2.2 All applications will be treated on merit, and in a sensitive manner.
- 2.3 The only restriction we place on entry is that of number. If the number of children applying for entry exceeds the places available, we adopt the procedure set out below to determine whether a child is to be accepted or not. It is our wish for parents and carers to find a place for their child at the school of their choice. However, this is not always possible, due to excess demand on the places available.
- 2.4 A child's level of ability is irrelevant to this school's admissions policy, as are any special needs the child may have.

3 How parents and carers can apply for their child to be admitted to our school

- 3.1 Our school is a community school, and it determines the admission arrangements in agreement with the local authority (LA). The Admissions Authority for our school is therefore the LA, which publishes its entry regulations every year. Parents and carers can receive a copy of these regulations directly from the LA.
- 3.2 The LA's annual admissions prospectus informs parents and carers how to apply for a place at the school of their choice. Parents and carers have a right to express their preference, but this does not, in itself, guarantee a place at that particular school. Application should be made on a form that can be obtained from the local Education Department, and should be returned by the date stipulated on that form. The school will notify parents and carers of the decision as soon as all the applications have been considered.
- 3.3 In this area, children enter school at the start of the academic year in which they become five. There is one admission date per year, early in September (i.e. when the autumn term begins). Therefore, parents and carers who would like their child to be admitted to this school during the year their child is five should ensure that they return the necessary application form by 15th January 2021

4 Admission appeals

- 4.1 If we do not offer a child a place at this school, this will be because to do so would prejudice the education of other children by allowing the number of children in the school to increase too much.
- 4.2 If parents and carers wish to appeal against a decision to refuse entry, they can do so by applying to the LA. An independent panel considers all such appeals, and its decision is binding for all parties concerned. If the appeals panel decides that we should admit a child to whom we had refused a place, then we will accept this decision and continue to do all we can to provide the best education for all the children at our school. (Further details of appeal arrangements are set out in the revised Code of Practice on School Admissions Appeals, which came into force in February 2012.)

5 The standard number

- 5.1 The 'standard number' is the number of children the LA considers the school can accommodate. The standard number for our school is 480 (this includes part time pupils in Nursery). We keep this number under review, and the governors will apply to change the number if circumstances change.

6 Sizes of classes for infants

- 6.1 We teach children in classes that have a maximum number of 30 children.

7 Monitoring and review

- 7.1 This policy will be monitored by the governing body, who will always take due note of the guidance provided by the local Admissions Forum.
- 7.2 The policy will be reviewed every year, or earlier in the light of any changed circumstances, either in our school or in the local area.

New Arrivals

Aims:

- To provide a warm welcome for children and their family, to reassure them that school is a safe and caring environment.
- To provide children and families with accessible information about the school, the curriculum and the local area.
- To ensure children with medical needs are properly assessed on entry to the school, particularly hearing and eye sight tests. This may be a priority if a pupil has come from a setting where access to health care is limited.
- To record relevant information about a child's background and previous educational background.
- To acknowledge and celebrate the skills and knowledge that new children bring to the school.
- To ensure children's wider needs are addressed through co-ordination with school agencies and services.
- To develop strategies to encourage new pupils to make friends and have a positive peer support.
- To enable each child to participate in the curriculum at an appropriate level.

Class teacher responsibilities in supporting new arrivals

- Read the pupil's admission form.
- Organise a buddy system (ensure peers have the skills to be class buddies) so the new child is well supported.
- Ensure the class is a safe and welcoming place for the newly arrived pupil; preparing books, tray and equipment as appropriate, helping the child to learn class routines, rules and expectations, preparing the class for the new child. Interpreters can provide dual language labels.
- Ensure in collaboration with the Head Teacher /Deputy Head/Foundation Stage Co-ordinator that appropriate resources and strategies are adopted for accessing the curriculum.
- Acknowledge the child's previous learning, achievements, experiences and culture.
- Build on and extend child's achievement and be familiar with any induction assessment.

- Ensure all staff working with the child is fully informed.
- Head Teacher /Deputy Head/Foundation Stage Co-ordinator assesses the child.

Transition

Aims:

We aim to ensure that transition from one year group to the next is smooth and successful.

We will ensure that the transition from Nursery to Reception is managed well by:

- Maintaining a smooth transition where children feel secure, comfortable and successful, and change is introduced gradually
- Making sure that vital information is transferred
- Providing support for vulnerable children
- Making sure that parents and children are involved in the process
- Recognising the different learning styles of different children and of boys and girls
- Recognising the importance of emotional well-being (personal, social and emotional education) for young children and concentrate on this initially
- Gradually introduce short sessions of literacy and numeracy, keeping in mind how young children learn through active involvement and practical experience
- Preserving the provision of learning through play and access to outdoor play

In addition we will ensure that the transition from Foundation Stage to Key Stage 1 is managed well by:

- Preserving the best of foundation stage practice
- Recognising that Key Stage 1 is different, while not making it too different too quickly
- Managing the gradual transition to the more formal Literacy and Numeracy sessions
- Incorporating what we know about effective learning and teaching of 5, 6 and 7 year olds

The transition from Key Stage 1 to Key Stage 2 is managed through:

- Good communication between Year 2 and Year 3 teachers
- Year 3 teachers having a good understanding of Key Stage 1
- Gradually sharing the transitional changes with Year 2 in the summer term, prior to them going to Year 3
- Meetings for parents to inform them and help them support their children in the transition process.

The transition from Year 6 to Secondary school is supported through:

- Our PSHE curriculum work and group work for children identified as having possible difficulties in making a smooth transition
- Learning Mentor support
- Induction visits to secondary schools
- Links with other primary school children
- Identifying and referring children who would benefit from the Half Moon Transition Programme
- Working in partnership with Tower Hamlets BASS (Behaviour & Attendance Support Service)