

Foundation Stage 1 Admission Policy

Spring 2018

Summary

This is the School Admission into Foundation Stage Policy.

It sets out to ensure a happy transition from home to school. This includes Fieldhead Carr's aims with waiting lists, home visits and starting school.

It also states the responsibilities for the Headteacher, Senior and Middle Leaders in implementing and reviewing this policy.

This policy will need to be reviewed annually and presented to governors with the main school admission policy within 7 years or sooner if changes are made by the Local Authority.

Recommendation

Governors are requested to read this policy, consider its content and approve its adoption.

Author's Role	EYFS lead
Date	Spring 2018
Internal Review Date	Spring 2019
Official Review Date	Autumn 2021

AIM

To ensure, for both children and parents, a happy and relaxed transition from home to school.

WAITING LIST

The first contact that we have with both parent and child is usually when the parent/s come to put their child's name on the waiting list. This first contact should be a positive and welcoming experience and we will usually:

- Show the parent and child around the FS1 classroom.
- Explain when the child is most likely to start school.
- Explain the procedure from then on.

The children start FS1 in chronological age order and the waiting list is arranged in this way. Children are admitted in from September filling the places created by the children that have moved on to FS2.

Occasionally outside agencies may contact us about a child that needs to start FS1 for specific reasons. Every effort is made to accommodate these children.

If a child has not attended for three continuous weeks, the parents will be contacted to see if they still want the FS1 place.

HOME VISIT

AIMS

- To foster a positive relationship between parent/child and school.
- To give the parent the opportunity to talk to staff where they feel most at ease.
- To meet the child in her/his environment.
- To provide a starting point in the relationship between the child and pastoral leader.
- To inform the parent of FS1 aims and objectives and the role of the parent in the FS1.

Prior to the home visit the parent/s will receive a letter stating the date, time and reason for the visit. Both members of staff visit the home.

Children are assigned to one of three pastoral groups. We try to place subsequent children from a family with the same pastoral leader to reinforce the relationship already established. The pastoral leader will aim to have as happy a visit with the child as possible. We take books, pens and paper and jigsaws to provide a starting point for conversation and play. This will provide a starting point for the child's profile and records which are available in the classroom for the parents to read at any time. The importance of this shared experience between the pastoral leader and child is often highlighted by the child who will talk about, "when you came to my house to visit".

The second member of staff will fill in the admission form and go through the FS brochure (see examples) with the parent/s, answering any questions as they arise. **We expect that children**

are able to use the toilet independently before they start school. Exceptions are made only when children have SEN. The child's profile is explained.

We use this opportunity to take a photograph of the child for her/his profile. The parent is also given a starting date and time and encouraged to come with their child to the FS1 classroom for informal visits.

Information from the visit is transferred to records in FS1 on return.

STARTING FS1

AIMS

- To ensure that the parent/ child feel as comfortable as possible.
- To involve the parent from the start in the daily routine of the FS1.
- To settle the child as quickly and as happily as possible.

As each child is treated as an individual there is no set pattern as to how and when the child is left for the full sessions. During the sessions following the formal admission date the parent and the pastoral leader will decide, based on the reaction of the child to the FS1 and staff, how long the child can be left. This is gradually built up over the following days to a full session. Our main priority being the child's welfare during this big step in her/his life.

The new children start 30 minutes after the beginning of the session. This ensures that the cloakroom is quiet and the classroom is calm. We start 4 children in each session at the beginning of the week and then no more until the next week, enabling us to give those children our full attention for the rest of the week.

Focused activities are kept to a minimum during these first weeks to allow pastoral leaders time to settle the children in and begin observations and assessments that ensure our baseline 'on entry' assessments are as accurate as possible.

On arrival the parent and child will be:

- welcomed to the classroom.
- shown where to hang coat and which hook is theirs.
- shown the question table and explained that this is for self-registration. This daily routine is the start of each session and a time shared by parent and child.
- shown around the classroom, toilets and outside area.
- If both parent and child are happy they are left on their own to explore for a short time.
- Pastoral leader taking time to return to child, introducing other children and generally ensuring that the visit is a happy one.

During the formal admission date, the child's name, date of birth and address is entered on the register.