



"Enabling every child to achieve their best"

Admissions Policy



Fullwood Primary School

Admission Policy

(This policy is for children starting school after the beginning of the school year)

Preliminary Procedures

- The process begins by the school being notified by the Schools Admissions department about the new starter.
- The parent/carer of the new child makes contact with the school. The way parents are welcomed into the school is the key to establishing a good relationship between home and school in the future.
- An appointment is arranged by the Office Staff. The parent is encouraged to bring someone to interpret if they wish; if they cannot find anyone to help them the school can try to arrange this.
- Before the Information Interview takes place the Office Staff will make contact with the previous school if possible in order to get some background information.

The Information Interview

- The interview is conducted in comfortable surroundings to relax the Parent/Carer and the Designated Person helps the Parent/Carer to complete the admission form with as much detail as possible.
- The Parent/Carer is informed about free school meals entitlement, uniform requirements, the need for a P.E. bag and kit and a book bag for carrying the reading book, home school book and any home work to and from school.
- The LEA's view on reporting absence, religious/cultural observation, holiday entitlement and extended visits is explained.
- A tour of the school and a chance to meet the teacher will take place if possible- if not this will happen on the starting day.
- Arrangements will be made for when the Parent/Carer should bring the child to start.
- After the Interview the Designated Person will forward all relevant information to the Class Teacher, Bilingual Teaching Assistant and SEND Team. This is an important stage as this will enable Staff to be ready for the new arrival.

Preparing for the new starter.

Class Teacher

The Class Teacher will:

- Arrange for drawers and coat pegs to be labelled
- Ensure a set of exercise books is prepared
- Choose a Buddy for the new child. (Where possible this should be a child who speaks the same language as the new starter.) The Buddy should be an outgoing child who will chat to the new child and understands that the new child might be too shy to respond.
- Prepare the class to receive the new starter-saying “Hello” in their language or discussing in circle time how to welcome the new comer are some ideas for achieving this.
- Provide an illustrated timetable if the child is new to English.
- Provide visual and practical resources to aid the new starter’s learning.

The Bilingual Teaching Assistant

The BTA will:

- Try to inform the class teacher of other children who speak the same language and might be able to assist with translation.
- Make the Class Teacher aware of any dual language books which are available in the Library or any suitable activities which are available from the EAL resource cupboard.

On the First Day

The starting time will be slightly later in the morning to give the class time to settle before the new starter enters. It is possible for the school to be flexible with the new starter and temporarily allow a shortened day if it will assist settling in. It may also be necessary to allow someone (parent, carer, older sibling / cousin) to stay to support the child on the first day in EYFS and KS1 when the pupil has had no previous schooling. We need to be aware that many countries do not start their education at the same age as the UK. The new pupil is likely to find school life very tiring and in the afternoon may appreciate a chance to rest, relax with picture books or even sleep! (This is especially true if they are also operating in a new language.)

- If it wasn’t possible at the Information Interview to give a school tour this will take place on the first day. (The child will also be shown around by their new Buddy.)
- The parent/carers will be shown where to meet the child at lunchtime and/or the end of the day.
- The child will be taken to the class and introduced to the Class Teacher by the Designated Person.
- If siblings begin together, or there are relatives in the school, opportunities for them to get together could be arranged.

- All staff members need to know about the new starter: this includes midday staff so that they can assist with meal selection at lunchtime (ensuring that choices are in line with religious requirement etc.) It may be prudent for the new starter to have home dinners at first if they are in Reception or Year 1.
- Class teachers should remember that the new starter may go through a silent period (which can last for a long time). During this time the child will be assimilating the new language, and they will start to be able to carry out instructions e.g. pass me the scissors waving in response to the register. Eventually they will begin to attempt to converse.
- The Buddy should show the new starter where to find their coat-peg, tray and seat.
- The Buddy needs to make sure that they do not leave the new pupil on their own, that they show the new pupil classroom routines, that they go to the toilet during break and that they introduce the new starter to the teacher on duty and lunchtime staff.

It is important for the Staff members who work with the new starter to be observant; the new starter might appear to be coping, but under that veneer they may still be anxious and unsure.

Sharonne M. Garland

EMA Teacher

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- Appendix 1: Admission Interview Checklist
- Appendix 2: Admission Procedures for New Starters

See also:

EAL policy

Inclusion Policy

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