

St. John's CE VC Primary School

Admissions Policy

Applications to attend St. John's CE VC Primary School are welcomed from all families.

St. John's Admissions Policy complies with the School Admissions Code (2014) and Bristol Education Directorate policies on admission.

The Local Authority (Bristol City Council) is responsible for allocating places to both the Early Years Foundation Stage (Reception) year and all in-year admissions for St. John's CE VC Primary School. The number of children admitted to St. John's CE VC Primary School is in accordance with the Published Admission Number (PAN) for the school and with the Equality Act 2010.

In the application process, parents/carers are able to express a preference for a particular school and to give reasons for that choice.

Should St. John's CE VC Primary School be oversubscribed Bristol's Appeals Procedure will be implemented. Parents/carers have the right to appeal against a decision not to allocate a place for their child at the school of their choice.

Bristol does not operate a feeder primary school policy for admission to secondary school and therefore attendance at St. John's CE VC Primary School will not guarantee a place at a particular secondary school.

Parents/carers who have chosen this school will be advised of, or have access to, all relevant documentation including policies and information via the website.

Admission for Early Years Foundation Stage (EYFS)

To ensure that the admission of children into the EYFS classes is a positive experience, the children's best interests are fully considered with teachers and parents/carers working co-operatively, thus enabling the children to have a happy, secure beginning to their school life.

1. The early registration of children does not give priority of admission.
2. During the months prior to entry, parents/carers are invited to visit the school, to see it in operation and to discuss any aspects of the school with the Headteacher.
3. During the summer term prior to their children starting school, an evening meeting is held for parents/carers of new entrants, where admission arrangements and starting dates are fully discussed.
4. Children are invited to attend for a Stay and Play session with their family in the summer term.
5. To enable a smooth transition to school life and to allow attainment-on-entry observations to be made, during the first weeks of term children are admitted in half class size groups. Full details of the phased introduction into school are given in Appendix A "Induction procedure for EYFS children".
6. It is expected that the majority of EYFS children will be in full time education by the end of autumn term one.
7. There is a clearly defined procedure for admitting EYFS children (see appendix: Induction Procedure for EYFS Children).

8. In accordance with the School Admission Code, parents/carers have the right to request a delay in admission to the following academic year. St. John's will review each request on a case by case basis and will take in to consideration factors such as:
 - a. Any additional needs the child may have
 - b. Date of birth (e.g. 'summer born' children)
 - c. Premature birth
 - d. Exceptional family circumstances

NB. If a delay is agreed, parents/carers will still need to reapply in the following academic year. The same admissions criteria will apply and there is no guarantee of a place just because a delay has been approved. Additional information on this topic is available from the Local Authority; in particular the guide 'Delayed and Deferred Entry to School Guidance' is a useful document.

Applications at Other Times of the Year (In Year Admission)

An In Year Admission means admission for a place to a current year group at St. John's CE VC Primary School outside of the standard Early Years Foundation Stage (EYFS) admission round.

1. Children may be admitted into school at any time and in any year group - in accordance with the published admission number.
2. The Local Authority, rather than the school, operates a waiting list for entry.
3. The school, in conjunction with the Local Authority, will hold places for a period of up to 30 school days for pupils likely to move into the area.

Appendix 1: EqlA was carried out but all outcomes were "neutral" or "positive" for all

Due regard was taken by carrying out an EqlA to consider the impact on protected groups. However, the impact of the proposal was positive (or at least neutral) for all.	Tick required: √		Date: 18.07.23
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Appendix A: Induction Procedure for Early Years Foundation Stage Children

The main purpose of this policy is to ensure that the admission of children into the EYFS classes is a positive experience. The children's best interests are fully considered with teachers and parents/carers working co-operatively, thus enabling the children to have a happy, secure beginning to their school life.

1. It is our policy, in line with advice given by the Bristol Education Directorate, that all EYFS children should have a gradual introduction to school by starting on a part time basis.
2. In the first week of term one of the school year, EYFS staff visit the children in their home or garden and children visit their class for a play visit whilst parents/carers remain on site in the school hall. The children are then admitted part time in small groups for 8 half day sessions.
3. All children will experience having lunch at school before staying for a full day.
4. During the settling in period the child is carefully monitored and parents/carers are regularly consulted. Some children settle easily into the full day, and are soon assimilated into class life. Others may need longer, but we expect the majority of EYFS children will be in full time education by the end of term one. The judgement as to when a child is admitted full time is a matter for individual discussion and decision.
 - a. NB. No child has to be admitted into full time education before the age of five.
5. The school fully appreciates that this phased introduction into school may cause inconvenience to parents/carers. However, it is our considered and experienced view that it is vital that these procedures are followed for the wellbeing of each child, and in order for the school's entry assessment arrangements to be completed accurately. In extenuating circumstances, it may be possible to make adjustments to the staggered entry procedures, at the discretion of the EYFS Leader and Headteacher. Such cases should be presented in writing before the new parents/carers' welcome meeting in June, or as soon as possible if admitted after this date. However, it is hoped that the notice given will enable suitable childcare arrangements to be made.

Appendix B: Home Visit Guidance

Rationale for carrying out home visits

At St. John's we are committed to our vision of:

"Together, fly high like an eagle"

We aim to do this by working *together* with families throughout their child's time at St. John's, and home visits help us to start building strong relationships with the children and their families before they start at school. Home visits also show families that the school respects them and wants to share their knowledge, which puts the relationship on a more equal footing. Meeting each child in their home environment proves invaluable in:

- gathering information that will enable the children to settle well into their EYFS class
- establishing positive links with families
- for families and children, a visit gives them the opportunity to meet the teacher and staff in a safe environment, where they feel confident and at ease.

For teachers and learning support assistants, a home visit provides the opportunity to:

- establish early, positive contact
- see children in their own familiar settings
- meet other family members, people and pets who are important to the children
- understand the problems that children might encounter at school, and also to appreciate the wealth of learning that goes on in the home.
- ultimately, to get a fuller picture of each child from observing a child where they feel settled and in control.

The structure of EYFS home visits

The class teacher and learning support assistant (LSA) will usually make each visit together. This allows one member of staff to talk to the parent/carer and the other to focus on the child. This can be the beginning of the relationship between the teacher and the child and by inviting them into the home it reaffirms that this is a trusted adult. It also means that the parent/carer has focused time with the teacher or learning support assistant. Twenty minutes is the standard period of time devoted to each home visit. Visits take place at the start of the academic year, before children start school.

Before the visit

- Parents/carers will be emailed in advance to agree and confirm the appointment
- Staff will make clear parents/carers have the right not to want a home visit and will respect this right
- Families will be told in advance the kind of information staff will be looking for:
 - what is the family set up – key people and pets!
 - early childhood development, meeting milestones etc.
 - any health information
 - what do they like to do, play with – what are they into
 - any particular friends that are or aren't coming to St. John's
 - any other information that's important to families and your child that will help adults shape their learning and improve interactions and relationship building
- Staff will make clear they will respect each family, their home and their wishes; they are not there to judge the home, cleaning etc. However, staff do have a duty of care to protect children and will follow up any safeguarding issues appropriately – usually through discussion with the family.

During the visit

- The teacher and LSA will introduce themselves and show their ID badges
- Staff will want to work with parents/carers as equal partners for the benefit of each child
- Staff will respect you and the wishes for your home so please do state these (taking shoes off, greeting dogs etc.) and guide staff to the room / garden where you'd like to talk
- One adult will spend time with the parent/carer while the other interacts with the child; these roles may swap during the visit
- Staff will bring some small toys and books for your child to play with, if needed, but usually children are keen to share their favourite toys/books
- The adult who talks to the parent/carer may have a notebook to record notes, this is only to ensure we don't forget the important information families share with us
- In the unlikely event that parents/carers may not wish to answer a question, staff will respect this
- Families will also have the opportunity to ask questions of school staff
- Any information will only be shared with school staff for the benefit of each child, but families can request information to be kept confidential
- Staff will remain aware of time constraints for both themselves and families
- At the end of the visit, staff and families will confirm any actions agreed and the next steps for children and parents/carers coming into school