



Join the faith and learning journey



St Antony's RC Primary School

Nursery Admission and Settling Policy

Mission Statement

St. Antony's School is part of the Roman Catholic community of the Holy Family, where Jesus Christ is our inspiration as we raise standards and aspirations for all of our children.

INCLUSION STATEMENT

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future- find and use their God given talents to be what God intended them to be.

We are a Catholic community, in a modern society, where everyone is equal. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school, and they and their families become part of our St. Antony's family. We will love and nurture them, and do our best to help them, on their faith and learning journeys, to become what God wants them to be.

Adopted by Governors:(signed on hard copy)

Date:February 2023.....

Review date:.....February 2025.....

POLICY INTENT

Working with parents, we intend that our pupils leave St Antony's Nursery with a love of learning. We want them to be happy, be able to share their voice clearly, listen carefully and be kind to their friends. We will ignite their faith and ensure they are well prepared for the next stage of their educational journey.

He called a little child to him, and placed the child among them. And he said: "Truly I tell you, unless you change and become like little children, you will never enter the kingdom of heaven. Therefore, whoever takes the lowly position of this child is the greatest in the kingdom of heaven. And whoever welcomes one such child in my name welcomes me.

Matthew 18:2-5

*People were bringing little children to Jesus for him to place his hands on them, but the disciples rebuked them. When Jesus saw this, he was indignant. He said to them, "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. Truly I tell you, anyone who will not receive the kingdom of God like a little child will never enter it." And he took the children in his arms, placed his hands on them and blessed them. **Mark 10:13-16***

AIMS

We follow the aims of the statutory Early Years Foundation Stage framework in preparation for the KS1 and KS2 National Curriculum. These aims form the basis upon which our distinctive curriculum is built.

We believe it is essential to make the process of starting Nursery as stress free and enjoyable for children and their families. We aim to develop close working partnerships with parents/carers in order to meet the needs of individual children by the sharing of information and knowledge.

We want all children to feel safe, secure and comfortable when they join us and we feel that the development of close working partnerships with parents/carers is a major part of that process of settling in.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race,

religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

ADMISSIONS

St Antony's is a Roman Catholic School, provided by the Diocese of Salford and maintained by the Blackburn with Darwen Education Authority as a Voluntary Aided School. The School's Governing Body is the Admission Authority and is responsible for taking decisions on applications for admissions. For the school year commencing September 2023 the planned admission number is set at 26 children.

Admissions to the Nursery will be made in accordance with parental choice, subject to the following criteria in order of priority.

- 1. Baptised Roman Catholic children resident in the parish of the Holy Family.**
- 2. Baptised Roman Catholic children with a sibling attending St Antony's RC Primary school at the time of application and admission.**
- 3. Baptised Roman Catholic children.**
- 4. Other children who have a sibling in the school at the time of admission.**
- 5. Other children.**

Please note that a place at our Nursery does not guarantee a place at St Antony's RC Primary School. Parents of children wishing to enter Reception class must complete a Blackburn with Darwen application form, that is available on-line in the September before your child is due to start school the following year. N.B. failure to complete the form before the published closing date may result in your child not being offered a place at a school. Places are allocated according to the Admission policy criteria.

In the event of there being more applications within any category than places available, random allocation will be used as a tiebreaker.

The waiting list will be kept in the same order as the admission criteria.

Each Roman Catholic applicant will be required to produce a baptismal certificate.

A nursery place does not guarantee the right of a place in our Primary School.

We are open for morning sessions only for 3 hours each day. Children expected to attend for the full session each day, totalling 15 hours per week, term time only. A register is taken with attendance figures monitored.

LINKS TO ST ANTONY'S PRIMARY

Our Nursery class is a much loved and valued part of our school. The Nursery curriculum is planned to provide the foundations for an excellent start to Reception class and for the transition process to flow seamlessly. Our Nursery children often share resources with Reception class; they are taught foundations for phonics and visit the school library; they play in the school outdoor areas including the forest area; they often attend celebration assemblies and worships as part of the whole school; the primary school staff and leadership team are regular visitors to the Nursery classroom; the children take part in themed days and events run by the primary school. As such, our Nursery pupils are very much 'school ready' by the time they begin Reception class. Our Nursery is often chosen by parents who want their children to get used to being part of a primary school and gain a flying start to their social and academic school life.

SETTLING IN PROCESS

The Nursery Teacher will:

- organise a meeting with all new parents in the weeks before their child begins Nursery in order to discuss the settling in process and the best way forward for their child;
- explain the expectations of parents during the settling in process
- ask parents to:
 - ☐ share information about their child
 - ☐ complete consent forms
 - ☐ complete contact forms
 - ☐ parents to sign the Home School Agreement
- give all new parents at this meeting:
 - ☐ a welcome pack
 - ☐ school policies
 - ☐ a date when they can visit the Nursery for a settling in session
 - ☐ an explanation of the role of the key person
- arrange a home visit when the key person will visit each child's home for a given time;
- give an explanation of the purpose of a home visit;
- explain the arrangements for the arrival and collection of children;

- explain the arrangements when a person nominated by a parent collects their child from the Nursery;
- explain emergency closure procedures;
- explain that all information about children is treated as confidential and is held securely.

EXPECTATIONS

Before a pupil can start at St Antony's Nursery, we expect that they can

- visit the toilet independently and wipe their own bottoms
- put on and take off a coat, a hat and gloves (we will help with tricky buttons or zips!)
- be able to take shoes and wellies on and off independently
- be able to drink out of a normal cup
- do not have a dummy at nursery
- be able to separate from their adult at the door happily

CURRICULUM PROGRESSION THROUGH THE STAGES

- Ofsted School Inspection Handbook (DfE 2022)
- Statutory Framework for the Early Years Foundation Stage (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe... 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.' (Statutory Framework for the Early Years Foundation Stage (DfE))

We are aware... 'The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are

kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.' (Statutory Framework for the Early Years Foundation Stage (DfE))

The EYFS, which refers to children from birth to five years of age, is based upon the following four principles: **a unique child; positive relationships; enabling environments; learning and development** and it seeks to provide: **quality and consistency; a secure foundation; partnership working; and equality of opportunity.**

For all children within the EYFS, we have a duty to:

- shape activities and experiences (educational programmes) (**learning and development**);
- help children work towards acquiring knowledge, skills and understanding (**early learning goals**);
- provide **assessment arrangements for measuring progress**;
- **report** to parents on their children's progress;
- safeguard children and promote their welfare (**safeguarding and welfare arrangements**).

The EYFS is made up of seven areas of **learning and development** which are all very important and interconnected.

The three prime areas of **communication and language; physical development; and personal, social and emotional development** are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. It is very important for children to develop the three prime areas first as they are most essential for a child's healthy development and future learning.

Also, as children grow, the prime areas will help them to develop skills in the four specific areas of **literacy, mathematics, understanding the world and expressive arts and design.**

We firmly believe that all seven areas of learning and development must be delivered through planned, purposeful play, with a balance of adult-led activities and child-initiated activities.

We want all our children to learn by playing and exploring, by being active and through creative and critical thinking. We use both the indoor and outdoor environments so that children can develop intellectually, creatively, physically, socially and emotionally.

We work hard to give every child the opportunity to achieve their best as we believe every child is a unique child who is constantly learning.

PLANNING AND SEQUENCING LEARNING

The headteacher and the EYFS staff will:

- work in partnership with parents/carers to promote the learning and development of all children, and will ensure they are ready for school;
- ensure the following seven areas of learning and development, which are all interconnected, will shape educational programmes:

Areas of Learning Development	Educational Programmes
Communication and Language	<ul style="list-style-type: none">▪ To provide opportunities for children to experience a rich language environment.▪ To develop children's confidence and skills in expressing themselves.▪ To encourage children to speak and listen in a range of situations.
Physical Development and Personal	<ul style="list-style-type: none">▪ To provide opportunities for young children to be active and interactive.▪ To develop their coordination, control and movement.▪ To help children understand the importance of physical activity.▪ To help children make health choices in relation to food.
Social and Emotional Development	<ul style="list-style-type: none">▪ To help children develop a positive sense of themselves, and others.▪ To help children develop form positive relationships and develop respect for others.▪ To help children to develop social skills and learn how to manage their feelings.▪ To encourage children to understand appropriate behaviour in groups.▪ To encourage children to have confidence in their own abilities.
Literacy	<ul style="list-style-type: none">▪ To encourage children to link sounds and letters and to begin to read and write.▪ To give children access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
Mathematics	<ul style="list-style-type: none">▪ To provide children with opportunities to develop and improve their skills in counting, understanding and using

	<p>numbers, and calculating simple addition and subtraction problems.</p> <ul style="list-style-type: none"> ▪ To provide children with opportunities to describe shapes, spaces, and measures.
Understanding the World	<ul style="list-style-type: none"> ▪ To guide children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
Expressive Arts and Design	<ul style="list-style-type: none"> ▪ To enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

- ensure that all teachers consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences for each child in all of the areas of learning and development;
- ensure that all teachers provide for those children whose home language is not English sufficient opportunities to learn and reach a good standard in English language during the EYFS;
- ensure that every child is assigned a key person;
- ensure the level of progress of children should be expected to have attained by the end of the Nursery ready for EYFS is defined by the early learning goals:

Early Learning Goals - the Prime Areas	
Communication and language	<ul style="list-style-type: none"> ▪ Listening and attention ▪ Understanding ▪ Speaking
Physical development	<ul style="list-style-type: none"> ▪ Moving and handling ▪ Health and self-care
Personal, social and emotional development	<ul style="list-style-type: none"> ▪ Self-confidence and self-awareness ▪ Managing feelings and behaviour ▪ Making relationships
Early Learning Goals - the Specific Areas	
Literacy	<ul style="list-style-type: none"> ▪ Reading ▪ Writing
Mathematics	<ul style="list-style-type: none"> ▪ Numbers ▪ Shape, space and measures

Understanding the world	<ul style="list-style-type: none"> ▪ People and communities ▪ The world ▪ Technology
Expressive arts and design	<ul style="list-style-type: none"> ▪ Exploring and using media and materials ▪ Being imaginative

- ensure assessment is on-going which recognises children's progress, understands their needs, and is used to plan activities and support;
- ensure the EYFS Profile is undertaken and completed at the end of the key stage;
- ensure the results of the EYFS Profile is sent to the local authority on request;
- develop positive relationships with parents;
- encourage parents to help in school and become involved in a range of enrichment activities, family learning and extended schools;
- ensure all school personnel and parents are aware of and comply with this policy;
- ensure good practice is shared;
- work closely with the link governor;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by:
 - ☐ monitoring learning and teaching through observing lessons;
 - ☐ monitoring planning and assessment;
 - ☐ speaking with pupils, school personnel, parents and governors.
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- celebrate the effort, success and achievements of pupils and school personnel;
- annually report to the governing body on the success and development of this policy.

EQUALITY

All pupils at St Antony's will be protected against discrimination according to the protected characteristics of the Equality Act. We aim to serve our community as our pupils deserve the best learning experiences.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

HOME SCHOOL LINKS

We will develop and strengthen good relationships with parents. We will communicate regularly through dojo and the school website. In addition, parent meetings will be held twice a year or as needed, with termly progress reports.

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- be encouraged to take an active role in the life of the school by attending:
 - ☐ parent-teacher meetings
 - ☐ class assemblies
 - ☐ school shows
 - ☐ fundraising and social events
- be encouraged to work in school as volunteers;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn.

GOVERNORS INVOLVEMENT

The link Governor for Early Years is Jade Hudson.

Subject leaders prepare bids for the finance committee; these are linked to school priorities. Subject leaders are asked to present their work to governors. This may be done in the form of a presentation to a committee or a professional dialogue with a link governor. Action plans are shared with Governors. There is a formal written report to governors annually. Link governors may come into school to watch lessons and take part in events or workshops. They may talk to pupils and look at written evidence.

CONCLUSION

We aim to give St. Antony's children the best possible start to their school lives and beyond.

Reviewed by Governors February 2023

This policy will be reviewed every two years.

Addendum

April 2022

We are aware that Ofsted have updated their School inspection handbook. We have in place awareness training for all school personnel and governors that covers the contents of the handbook.

During an inspection, inspectors will consider how well:

- leaders assure themselves that the aims of the early years foundation stage are met and that it is sufficiently challenging for the children it serves;
- teaching personnel ensure that the content, sequencing and progression in the 7 areas of learning are secured as appropriate;
- the content of the EYFS curriculum is taught in a logical progression, systematically and in a way that is explained effectively, so that it gives children the necessary foundations for the rest of their schooling;
- children develop, consolidate and deepen their knowledge, understanding and skills across all areas of learning in the EYFS;
- Reception personnel teach children to read systematically by using synthetic phonics and books that match the children's phonic knowledge;
- personnel develop children's communication and language through singing songs, nursery rhymes and playing games;
- personnel develop children's love of reading through reading aloud and telling stories and rhymes;
- children demonstrate their attitudes and behaviours through the key characteristics of effective learning:
 - ☐ playing and exploring
 - ☐ active learning
 - ☐ creative thinking and thinking critically

- the curriculum and care practices meet the needs of the range of children who attend, particularly any children with SEND;
- children progress in their learning and development relative to their starting points and their readiness for the next stage of their education;
- leaders and personnel are:
 - ☐ knowledgeable about the typical development and characteristics of learning for 2 and 3 year olds, including their emotional and physical dependence on adults;
 - ☐ aware of the large difference in development between children who are just 2 and those approaching their fourth birthday;
 - ☐ responsive when children need comforting, and provide support to the individual needs of the child;
 - ☐ attentive to children's care needs and use times caring for them as an opportunity to help children's learning;
 - ☐ giving children time to be in familiar, small groups and opportunities to be in smaller, quieter areas for play;
 - ☐ patient and attentive when allowing 2 and 3 year olds to express their ideas;
 - ☐ listening to children and responding to their verbal and non-verbal communication, rather than interrupting them

(Amended from "Ofsted School Inspection Handbook" (DfE 2022))

May 2022

During an inspection of a maintained nursery, inspectors will consider how well:

- leaders identify children's early starting points, particularly those children with SEND;
- leaders develop and adapt the EYFS curriculum so that it is coherently sequenced to meet all children's needs and starting points;
- leaders involve parents, carers and other professionals/specialist services in deciding how best to support children;
- leaders are ambitious for all children and consider their cultural capital when preparing them for the next stage in their education;
- leaders include disadvantaged pupils and those with SEND in all aspects of school life;
- children's learning development is shared with parents as required by the EYFS, and the extent to which parents are supported to help their child to learn;
- staff use the 7 areas of learning to introduce children to new ideas, vocabulary and syntax, and to develop children's love of stories, poems, songs and rhymes.

(Amended from "Ofsted School Inspection Handbook" (DfE 2022))