



PARK PRIMARY ACADEMY

Admissions Policy

Last Reviewed: April 2025

Next Reviewed: April 2026

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1. Introduction

Park Primary Academy serves a diverse local community which is continuing to evolve and change. In recent years new languages and cultures have emerged within the community. Although a large part of the school population is stable, many other children and their families are mobile.

2. Admission

Admission to Park Primary Academy in Reception is completed when the child will turn 4 between 1st of September and 31st August. This is called an on-time application and can be completed through the Havering's starting school web page. <https://www.havering.gov.uk/school-admissions>. The closing date for on time application is in January, with the national offer date being in April.

If you wish to apply for a Reception place after January or a place within a different year group, this is classed as an In-Year admission. Applications for in year admissions can be made here.

<https://www.havering.gov.uk/school-admissions>

Once your child has been offered a place at Park Primary the staff will be in contact to arrange next steps.

3. Overall Aims

In Year admissions are pupils who join the school outside normal admission dates.

At Park Primary Academy we recognise that:

- All children are entitled to education and access to the whole school curriculum.
- Children may join the school for a variety of reasons.
- Some pupils who arrive during the school term may have experienced difficulties. This may include being homeless and in temporary accommodation, having attended several schools already and having a disrupted education, recently arriving from another country or being a refugee or asylum seeker who has fled from armed conflict and persecution.
- Parents and carers need to be welcomed and involved so we can teach children effectively.

We aim:

- To provide a warm welcome for children and their families, to reassure them that school is a safe and caring environment.
- To provide children and families with accessible information about the school and the curriculum.
- To ensure children with medical needs are properly assessed on entry to the school, particularly hearing and eyesight tests, and to ensure that the Children's wider needs are addressed through co-ordination with school agencies and services.
- To record relevant information about a child's background and to access previous educational background where possible.
- To acknowledge and celebrate the skills and knowledge that new children bring to Park Primary Academy.
- To develop strategies to encourage new pupils to make friends and have positive peer support.
- To enable each child to make good progress and participate in the curriculum at an appropriate level.

4. Whole school procedure for On- Time admissions

After National offer day in April, Park Primary Academy staff will be in contact with you to begin the on-rolling procedure. You will be asked to complete an application form and an appointment will be made for a member of staff to visit your child at home. During the visit a member of the Early Years Team and a Senior member of staff will be able to answer any questions you may have. You will be asked to produce identification documents for yourself and your child.

Adults will be invited to a meet the teacher evening session in the school, where important information regarding the curriculum, first day and next steps will be outlined to you.

Your child will be invited to a stay and play session, where they will be able to meet other children that will be starting in September.

You will be given the date and time for your child's first day by the end of July.

On the first day staff will be onsite to direct you where to go and to welcome the new pupils.

5. Whole school procedure for 'in Year' admissions

An agreed whole school procedure for in year admissions is implemented which identifies key roles for different members of the school staff. However, we recognise that all staff and children in the school have a role in welcoming new arrivals.

6. The 'in Year' Admissions Procedure

- A member of school staff will contact parent/carer with 5 working days of school being notified of new admissions
- Pre-admission's meeting with parents or carers will be arranged
- Families will be welcomed by the Office Staff and meet with the Social Inclusion Officer
- Child/family information is recorded and relevant documentation copied
- Children will be given a date to join the school within 10 days of parents being offered a place at Park Primary Academy by LBBD.

The following information should be completed at the Admissions Meeting:

- Preferred name ascertained
- Home School Agreement discussed and signed
- Free school meals form, if appropriate, is completed
- Medical needs
- Access to previous school records
- Tour of school
- Child to meet class teacher

7. Between Interview and Admission Day for all pupils

- If information has been provided by parent/previous school, and any additional notes made during the Admissions Meeting or home visit, the Head of School informs the class teacher of the child's needs
- Class teacher prepares the class and the classroom for a new arrival (allocate seat and label tray, provide pencils and necessary resources)
- Senior Management to support the class teacher in planning for and assessing the new arrival
- Head of School will contact previous school or nursery setting to ascertain if there are any Safeguarding, SEN or Attendance concerns.
- Office staff enter new pupil details on MIS

8. Admission Day

- Child and family welcomed by Head of School who will bring the child to their class
- Class 'buddies' appointed to welcome and support new arrival
- Head of School emails previous school to request CTF, UPN and records including Child Protection/SEN file

Two weeks after arrival Head of School meets with new pupil and reviews actions

9. Role of Adults in School for all pupils

Head of School

- Welcome children and families on the admission day
- Maintain a record of newly-arriving pupils
- Monitor how new arrivals have settled into school
- Liaise with class teachers on the progress of new arrivals
- Develop effective ongoing communication with children and families
- Attend in-service training to support professional development needs identified by self and school management

SENDCO

- Monitor how new arrivals have settled in and maintain appropriate records in liaison with the office staff
- Liaise with class and support teachers on the progress of new arrivals
- Develop effective communication with children and families, drawing in interpretation services where required
- Address wider needs of new arrivals by making referrals to other agencies and services in conjunction with the Class Teacher
- Arrange in-service training to support professional development needs identified by self and school management

Class Teacher

- Organise a 'Buddies System' (ensuring 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 pupils by; 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 collaboration with the SENDCO that appropriate resources and strategies are adopted for accessing the curriculum.
- Acknowledge child's previous learning, achievements, experiences and culture.
- Build on and extend child's achievement and be familiar with any induction assessment.
- Liaise and refer to other agencies as appropriate
- Ensure all staff working with the child are fully informed.
- Work with the SENDCO to assess the child.

10. Useful strategies to Help New Arrivals

The following list is by no means comprehensive, but includes activities that schools have found useful in settling new arrivals in and making them feel more secure.

- Staff use friendly and affirming body language and gestures.
- Organise Trio Buddies system, where the pupil has a peer from the same/similar background and a peer with good communication skills.
- Tour of the school to introduce key areas.
- Staff able to speak a few words in child's home language.
- Teach new arrival with no English basic survival language e.g. toilet, yes/no, hello, I do not understand
- If possible display the child's language and culture in the classroom through books, visuals and labels
- Provide dual language books (check that the child is literate in their first language where possible)

II. Assessment of the attainment and progress of new arrivals

Pupils in KS1 and EYFS are assessed through little Wandles. An assessment will be made of the attainment of the child's reading skills which the Literacy Lead will carry out. Once completed, they should share this information with the class teacher. The information should then be recorded on the class attainment profiles and added to the school's tracking records.

Appendix I

The Role of the 'Buddy' in helping a New Child

As part of the admission interview a new child will be taken to meet their class and teacher in their classroom.

At this point two children will be chosen to be the new child's buddies and will be introduced to the child.

These children will have a particular responsibility for looking after the child during his or her first few days.

Buddies will:

- Show the child where to line up to be collected by the teacher.
- Show the child around the school making sure they know: where to have lunch; where the toilets are; where the water fountains are.
- Make sure the child is invited to join games and activities at play times and lunch times.
- Help the new child to obtain help from an appropriate adult if it is needed at any time during the school day.
- Buddies will continue with their responsibilities until the child has become settled and established their own friendships with peers.

Appendix 2

Checklist for class teachers

Have you

- Labelled a tray (and coat hook) with the pupil's preferred name, ensuring it is correctly spelt?
- Prepared and labelled exercise books?
- Considered where the child will sit and in which groups he/she will work in?
- Placed the child with a friendly helpful 'Buddy' who can help them during play and lunchtimes? 'Buddies' can also help children become familiar with classroom routines.
- Familiarised yourself with the child's recent history and experiences, which may include being a refugee, homeless or other difficult circumstances? What is the child's current living situation? Does the child have any siblings or relatives in the school?
- How well does the child function in English? Have you discussed any concerns with the SENCO?
- Looked at the child's record from previous schooling (if available) and considered how to build on previous achievements? Is the child new to schooling?
- Made contact with the child's family? Are there any concerns that you need to discuss with them at an early opportunity? Have parents / carers had an opportunity to share their own concerns?
- Referred any health concerns to the appropriate person

This policy follows the [Department for Education School Admissions Code 2021](#)