



## SETTLING IN / TRANSITION POLICY

### POLICY STATEMENT

Children start school with a range of previous experiences and begin their school career with differing needs and at different stages of development. We need to ensure all needs are met and that starting school is an enjoyable, secure and positive experience for the children. Starting school can be an anxious time for both parents and children. We want to make this process as smooth as possible and quickly establish a close working partnership between home and school. We want staff to understand and implement this policy in order for the children to have an enjoyable and relaxed introduction to school.

### AIMS

At St. Malachy's Glencull Primary School, we aim to establish a positive partnership with families which will enable each child to settle into school quickly and happily. We acknowledge that each child is unique and aim to respond to the needs of each child in order to ensure that they settle in to school quickly and happily.

### OBJECTIVES

- For the school to be well prepared to admit children into Primary 1 Class
- To set out clear and proper provision for the first days and weeks in school for each child
- For parents/carers to have a clear understanding of the school's ethos and expectations in accordance with this settling in policy

For the children to:

- Feel happy and secure in order to develop their full potential
- Feel valued and value others, developing positive relationships
- Be independent, make decisions and explore the learning environment

For all parent/carers to:

- Feel welcome and valued
- Share information, working as partners for the benefit of their child's education
- Understand the Foundation Stage and Key Stage One curriculum and procedures relating to admissions and settling in policies.

To establish a learning environment which:

- Is welcoming
- Is safe and secure as well as being stimulating and exciting
- Is appropriately resourced for both inside and outside classroom activities
- Is organised to encourage independence whilst being able to follow more structured routines.

### EQUAL OPPORTUNITIES

We believe that it is the right of all children, parents and carers, regardless of ethnicity, gender, sexuality, physical disability, ability, linguistic, cultural or home background to be included in all aspects of school life. Each child will be valued as individual and individual needs, with regard to settling in, will

be dealt with sensitively and in partnership with the child's parent or carer. Whenever possible and if needed, translations of all relevant documents will be available and interpreters arranged for parents/children who have English as an additional language. The school ethos and environment must welcome and reflect families from different cultures and backgrounds.

## **IMPLEMENTATION**

### **Children**

Children are given the opportunity to visit Primary 1 in the term before they start school. During this visit they are shown how to use the provision appropriately and are shown other vital areas around the school e.g. the toilets. They are introduced to school routines and are given clear instructions at the beginning of each session. Children are encouraged to interact with other children and adults. In accordance with our Behaviour Policy, staff will spend time establishing positive relationships with children and introducing them to school rewards and sanctions.

### **Playgroup Visits by Foundation Stage Staff**

Whenever possible, children are visited in their pre-school setting by a member of the Foundation Stage staff. Foundation stage coordinator will be provided with sufficient cover to observe at least one session for each child i.e. visiting play groups named above. *To aid early identification of any additional needs of the child starting in Primary 1, any concerns/extra requirements highlighted by playgroup staff should be discussed with parents and the foundation stage staff so that any further referrals can be moved forward at the soonest appropriate date; including referrals to other outside agencies i.e. paediatrician. etc.*

***The normal school day for a Primary 1 or 2 is from 9.15 to 2.00pm.***

### **Parents/Carers**

Parents are invited to visit their child's classroom and meet the staff on the same day that their child visits. During this visit they will be given a 'welcome pack' containing relevant information and procedures related to their child starting school. Parents are invited to attend a curriculum meeting on this day. At this meeting, staff will highlight features of the Foundation Stage curriculum, and give advice on how parents may support their children's learning at home. During this first visit, we will encourage parents to leave the classroom when they feel that their child is ready for them to go.

### **Staff**

Staff will spend time with new parents and children in order to welcome them into school. We will provide a stimulating, welcoming learning environment for the children. We will make observations to inform planning and therefore meet the needs of each child. Staff should share and evaluate samples of children's work and observations in order to agree a consistent approach in making these assessments.

### **End of the Day routine**

A member of staff will bring the P1 children to car park gate at 2pm for your convenience. Please collect your child at the gate.

## **MANAGEMENT ARRANGEMENTS**

The Foundation Stage leader in conjunction with the Headteacher, is responsible for reviewing the effectiveness of this policy.

All Staff are responsible for implementing procedures outlined in this policy.

Anita Mc Kenna      Foundation Co coordinator