

Admissions, Transition & Induction



Fraserburgh South Park Nursery

January 2023

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At South Park School Nursery we follow Aberdeenshire guidelines for admission to Early Learning and Childcare. ([Early Education: Admissions Policy \(aberdeenshire.gov.uk\)](https://www.aberdeenshire.gov.uk/early-education/admissions-policy))

We aim to ensure the admission of children is fair, equitable and responsive to the needs and preferences of individual children and their parents or carers as possible. No child will be excluded due to ethnicity, culture, religious beliefs, language, family background, special educational needs, disability, gender, or ability.

Information for parents regarding admission for both primary and nursery is posted on the school website and Facebook page, within local press and sent out in to parents each January.

Induction

- On application to our Early Learning and Childcare setting, parents/carers are asked to provide personal details and information about their child and themselves. Confidentiality of information will be respected.
- When given a place at South Park Nursery, parents/carers are given a copy of the handbook. This gives details of the aims, policies, and procedures.
- Parents are invited to an informal parent meeting in May / June when nursery procedures and curriculum are discussed.
- Parents/carers and children are invited to come for a tour of the school and nursery and given a variety of attendance times to ensure we are inclusive to all.
- We ensure parents are informed they are welcome to attend as many drop in sessions as they wish to help settle their child.
- If a child is admitted to nursery and requires additional support due to a need being identified, an approach is made to parents to meet with a staff member either at home or in school to discuss the child's needs more fully. Other involved outside agencies will be contacted to begin the process of consultation. This will form the basis of the care plan.
- Links are made with any previous pre-school providers. (e.g. playgroups or private nurseries) Specifically single agency, transition meetings, are arranged as appropriate. We take the lead from parents and children whether they will see this as valuable to them.

Settling in

- We make arrangements with the child and parents or carers to visit the nursery so that they can familiarise themselves with the environment, staff and surroundings.

- We offer a warm and welcoming environment and ensure each child feels included, secure and valued.
- We provide individualised settling in sessions in August, October, January, and April (should space be available).
- When required we adapt and plan tailored settling in periods specific to meet needs of individual children. This is planned in conjunction and open discussions between practitioners and parents/carers.
- We understand that each child and family is unique, therefore children's willingness to leave their parent/carer, and the parent/carer's readiness to leave their child will vary.
- We stagger the intake of new children to the group to ensure practitioners have time to get to know children and children have time to feel comfortable and secure. We try to invite them in friendship groups.
- We provide feedback to parents/carers about how their child is settling in the nursery which may result in an open discussion around a tailored transition.

Transition

- We make arrangements for the child to visit the relevant Primary 1 area and, where practical, to meet their primary 1 teacher.
- We pass reports and records of achievement to the Primary 1 teacher along with all curricular outcomes achieved.
- Children will visit the P1 area at least 4 times in official transition visits. These will be increased for children who require additional support.
- Informal transitions are a huge part of our nursery ethos in term 4. Children join primary 1 in the playground and visit the infant area for a story or small group activities as many times as required. This will be dependent on the individual needs of the child and the knowledge of their keyworker.
- A transition booklet or a social story, if felt necessary and agreed upon by all parties, will be made for a child to take home, which has visuals of primary one and will aid preparation for transition over the summer break.
- We are very included within the school and participate in all whole school activities and initiatives, so the pupils are familiar with and have a sense of belonging within the school.