

# Policies and Procedures

Admission, Induction and Transition Policy March 2021



# Crombie School

## Early Learning and Childcare



## Admissions, Induction and Transition Policy



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### POLICY AIM

The Admission, Induction and Transition Policy has been developed in line with The United Nations Convention of the Child (UNRC) (1989): The United Nations Convention on the Rights of the Child (UNCRC) – (1989): *Article 3: (best interests of the child) the best interests of the child must be a top priority in all decisions and actions that affect children.*

We aim to ensure that the admission, induction and transition processes are fair, equitable and responsive to the needs of individual children; meeting the following **Health & Social Care Standards**:

- 1.1 – I am accepted and valued whatever my needs, ability, gender, age, faith, mental health status, race, background or sexual orientation.*
- 1.2 - My human rights are protected and promoted and I experience no discrimination.*
- 1.8 – If I experience care in a group, the overall size and composition of that group is right for me.*
- 1.14 – My future care and support needs are anticipated as part of my assessment.*
- 1.15 – My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs be met, as well as my wishes and choices.*
- 3.4 – I am confident that the right people are fully informed about my past, including my health and care experience, and any impact this has on me.*
- 3.6 - I feel at ease because I am greeted warmly by people and they introduce themselves.*
- 4.5 – If possible, I can visit services and meet the people who would provide my care and support before deciding if it is right for me.*
- 4.13 – I have enough time and support to plan any move to a new service.*
- 5.8 – I experience a service as near as possible to people who are important to me and my home area if I want this and if it is safe.*

### **The Admissions, Induction and Transition Policy is underpinned by the following national and local authority policy and guidance:**

- United Nations Convention on the Rights of the Child, 1989
- European Parliament, 2016, General Data Protection Regulation (GDPR) 2016
- Scottish Government, 2018, Data Protection Act 2018 Scottish Government, 2018 – A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland
- Scottish Government, 2017, Health and Social Care Standards My support, My Life
- Care Inspectorate, 2022, A Quality Framework for Daycare of Children, Childminding and School-Aged Children
- Education Scotland, 2016, How Good is our early learning and childcare?
- Aberdeenshire Council Policy Guidance, 2020 - “Apply for funded early learning - 3 and 4 year olds”
- Aberdeenshire Council Guidance, “Your rights to your personal information”

### **Who is responsible?**

Early Years Senior Practitioner, Early Years Lead Practitioner, Nursery Staff, Parents/carers

***This policy will be reviewed regularly and in response to accident, incident or change in national or local policy or guidance***



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### PROCEDURE

“In our setting, practitioners carefully support children and families to make successful transitions when they first start, and as they move to another stage of learning or to a new setting.” (HGIOELC, 2016).

We follow Aberdeenshire Council’s Admission Policy and Procedures. Information for parents about the application process is posted in the school and in the local press in January each year. Detailed information about applying for a funded early learning place can be found on Aberdeenshire Council’s website.

Confidentiality of information will be respected. We follow Aberdeenshire Council’s data protection policies and procedures.

### Applications

- Applications are completed online and processed by the EYSP with support from the Early Years Team.
- The setting informs parents of their allocation by letter via e-mail.
- Sessions are allocated according to availability. All requested sessions are considered using criteria set by Aberdeenshire Council.
- Once agreed, sessions are considered to be set for the whole school year, although changes are possible in extreme circumstances and at the EYSP’s discretion.

### Induction to the setting

- Once a place has been confirmed, parents/carers are asked to complete an Enrolment form to provide personal details and information about their child and themselves.
- An open evening is arranged to welcome new families to view the setting and ask any questions.
- A copy of the nursery/school handbooks is sent via SWAY link. (A paper copy is also available in the nursery).
- Nursery welcome video and videos of staff are also sent to families.
- The child’s individual needs will be considered as part of the induction process and appropriate planning put in place.
- Arrangements are then made for the child and parents/carers to visit the nursery so that they can familiarise themselves with the group.
- The child is allocated a keyworker from within the ELCC team.
- Parents are asked to complete an All About Me book for each child attending nursery.
- If a child already attends another early Years Setting, EYSP and EYLP will make arrangements to visit them in their setting and find out about the child from staff.

### Settling - in

- We offer a warm and welcoming environment and ensure each child feels included, secure and valued.
- We deal sensitively with the child’s readiness to leave the parent/carer and the parent/carers readiness to leave the child.
- We recognise that the needs of every child and their parents/carers will be individual to them.
- Stay and Play sessions will be offered prior to the child’s start date.
- We provide feedback to parents/carers about how their child is settling in the nursery through our keyworker system.



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- Parents/carers are invited to discuss their child(ren)'s progress at a face-to-face meeting with staff after approximately six weeks of attendance, and every term thereafter.
- The admission, induction and settling process is reviewed annually, taking account of the views of staff, parents, and children.
- Staff will make a judgement as to whether a parent needs to be called to come and collect an upset child or to be reassured that their child has settled.

### Split placements

- Where a child has a placement split between this setting and another we will “foster effective links and communicate with the other setting to ensure continuity of learning” HGIOELC, 2016).
- Information about the split placement and written parental permission to share information with them will be obtained.
- The funding for a Split Placement will be requested via the Eligible 2 Census. They will confirm if the funding for 2 settings has been approved.

### Transition to school

- We recognise that every child's needs will be individual to them and plan a transition based on these needs.
- We liaise with Primary 1 staff to assist a smooth transition for all children.
- We pass on relevant information about the child's developmental progress.
- Children are given opportunities to visit the main school building.
- Children are supported to visit the primary 1 classroom and, where practical, to meet their Primary 1 teacher.
- Children are supported to experience playground during visits with and without school children.
- Children are allocated p.6 Buddies, who visit them in nursery and the playground.
- We invite parents to engage with the school through 'An Introduction to the School and the Curriculum' event.
- Children are invited to stay for lunch.
- Where appropriate, we participate in school events.
- Where appropriate, school staff visit the Nursery to meet and observe the children within familiar surroundings and discuss any observations with the staff.
- The transition process is reviewed annually, taking account of the views of staff, parents, and children.



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### References

United Nations Convention on the Rights of the Child, 1989 <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

EUROPEAN PARLIAMENT AND OF THE COUNCIL, 2016, General Data Protection Regulation (GDPR) 2016 <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016R0679&from=EN>

Scottish Government, 2018, Data Protection Act 2018 <http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted/data.htm>

Scottish Government 2017, Health & Social Care Standards, My support, my life. <https://www.gov.scot/publications/health-social-care-standards-support-life/>

Education Scotland, 2016, How Good is our early learning and childcare? [https://education.gov.scot/improvement/Documents/Frameworks\\_SelfEvaluation/FRWK1\\_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)

Aberdeenshire Council “Apply for funded early learning - 3 and 4 year olds” policy guidance - <https://www.aberdeenshire.gov.uk/social-care-and-health/childcare-and-early-learning/3-and-4-year-olds/>

Care Inspectorate, 2022, A Quality Framework for Daycare of Children, Childminding and School-aged Children [https://www.careinspectorate.com/images/documents/6585/Quality%20framework%20for%20early%20learning%20and%20childcare%202022\\_PRINT%20FRIENDLY.pdf](https://www.careinspectorate.com/images/documents/6585/Quality%20framework%20for%20early%20learning%20and%20childcare%202022_PRINT%20FRIENDLY.pdf)

### Date of original policy August 2021

Revision Number	Details of Change	Date	Date of next review
1	Full review of procedures	10.08.2021	August 2022 ✓
2	Policy Update	25.08.2023	August 2023 ✓
4	Policy Update - Staff to call parents if child upset or to reassure them.	October 2023	August 2024
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