ST.ANNE'S COPP CHURCH OF ENGLAND PRIMARY SCHOOL, GREAT ECCLESTON

SETTLING-IN POLICY

(see also Pre-School Settling-in Policy)



"Let us love, not in word, but in truth and action." (1 John 3:18)

Approved by GB: September 2026
Next review due: September 2027

In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in compassion and understanding, promote justice and possess commitment and aspire to make a positive difference. We offer an ambitious curriculum that ignites curiosity along with high personal expectations that fosters resilience and which enables them to flourish. Our children are easily distinguished by the courage they show when making brave choices and understand the importance of becoming the very best versions of themselves.

Introduction

At St. Anne's Copp Church of England Primary School, we recognise that starting at a new school is a significant milestone for children and their families. Whether a child is joining Reception at the beginning of their school journey or entering another year group through an in-year admission, we are committed to ensuring that the transition into our school is positive, welcoming and supportive.

We aim to work in partnership with parents and carers to help every new pupil feel safe, secure and valued as a member of our school community. Through careful planning, effective communication and a personalised approach, we seek to build confidence in both children and their families, enabling pupils to settle quickly into school life and flourish academically, socially and emotionally.

The school recognises that children join us with a wide range of experiences, backgrounds and needs. We therefore adopt a flexible approach to transition arrangements, ensuring that support is tailored to the individual child wherever possible.

This policy applies to:

- Children starting Reception at the beginning of the academic year.
- Children admitted to any year group through an in-year admission.
- Children requiring additional transition support following a significant period of absence.

Arrangements for children starting Pre-School are detailed separately within the school's Pre-School Settling-In Policy.

Settling-In Arrangements

Before a child starts at St. Anne's Copp Church of England Primary School, we will use a variety of methods to engage with the child and their family. These may include transition meetings, information-sharing opportunities, communication with previous settings or schools and opportunities for the child to become familiar with the school environment through settling-in sessions for Reception pupils or taster days for children in years beyond Reception class.

For children starting in Reception, transition arrangements will be planned in collaboration with local pre-schools, nurseries and parents/carers. For children joining another year group, the school will liaise with the child's previous school wherever possible to support a smooth transition.

A named member of staff will be allocated as the child's key point of contact during the settling-in period. This will usually be their class teacher, supported by other relevant staff.

Prior to admission, parents/carers will be provided with information about school routines, expectations and procedures. Opportunities will be available for parents/carers to discuss any concerns, medical needs, SEND requirements or other information that may help staff support their child effectively.

First Days and Weeks in School

On their first day, children will be welcomed by their class teacher and introduced to key members of staff, their classmates and the school environment. They will be supported in becoming familiar with classroom routines, school expectations and the organisation of the school day.

The school recognises that all children settle at different rates. Some children adapt quickly to a new environment, whilst others may require additional reassurance and support. Staff will consider each child's individual needs and experiences and will work sensitively to help them develop confidence and a sense of belonging.

Children who have experienced significant change, disruption or periods away from education may require enhanced transition support. Where appropriate, a personalised settling-in plan may be developed in partnership with parents/carers and external professionals. Children will be given a peer buddy to ease transition to school and where appropriate, may be given an introductory booklet that shows photographs of common areas and staff.

Partnership with Parents and Carers

The school values the importance of strong relationships with parents and carers during periods of transition.

Regular communication will take place to ensure that parents/carers are informed about how their child is settling into school life. This communication may include informal discussions, telephone calls, emails, meetings or other agreed methods of contact.

Parents/carers are encouraged to share any information that may support their child's emotional wellbeing, learning or pastoral needs. Open communication between home and school enables staff to provide appropriate support and respond effectively to any concerns.

Monitoring the Settling-In Process

During the settling-in period, staff will monitor children's:

- Emotional wellbeing and confidence.
- Relationships with adults and peers.
- Engagement in learning and school activities.
- Understanding of routines and expectations.
- Attendance and punctuality.
- Any additional support needs that may emerge.

This process enables staff to build a clear understanding of the child's strengths, interests and individual needs and helps ensure that appropriate support is put in place where necessary.

Additional Support

Where a child experiences difficulties settling into school, additional support measures may be considered. These may include:

- Increased communication with parents/carers.
- Additional pastoral support.
- A personalised transition plan.
- Support from the school's SEND team.
- Adjustments to routines where appropriate.
- Consultation with relevant external agencies.

The school will work collaboratively with parents/carers and, where necessary, external professionals to ensure that appropriate support is provided.

Review of Transition Arrangements

The school will keep transition and settling-in arrangements under regular review to ensure they continue to meet the needs of individual children and families.

Where concerns arise regarding a child's transition, these will be discussed promptly with parents/carers and suitable actions agreed. Settling-in arrangements may be adapted or extended where this is considered beneficial to the child's wellbeing and successful integration into school life.

Equality and Inclusion

St. Anne's Copp Church of England Primary School is committed to ensuring that all children are welcomed into the school community regardless of background, ability, need, faith, culture or circumstance.

Reasonable adjustments will be made to support children with additional needs and to ensure that every child is given the opportunity to settle successfully and flourish within our school community.