

**General Welfare Requirement: Organisation**

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

**Administration**

**10.2 Admissions Policy**

**Policy Statement**

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

**EYFS key themes and commitments**

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.3 The learning environment 3.4 The wider environment	

**Procedures**

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- We ensure that information about our setting is accessible, in written and spoken form and, where possible, in more than one language. If necessary, we will try to provide information in Braille, or through British Sign Language. We will provide translated written materials where language needs of families suggest this is required and where their first language is not one spoken by Pre-school staff, encourage them to bring someone with them to interpret.
- We arrange our waiting lists in date of birth order. We have two waiting lists running concurrently; one for children who will be starting as funded two-year-olds and one for fee paying two-year-olds and older children. We take in two-year-old children throughout the year, as places become available, however we only start three-year-olds during the autumn and spring terms unless there are exceptional circumstances, in order that they have a minimum of

one full term at the Pre-school . In addition, our policy may take into account that at certain times some children may need prioritising due to family or individual needs.

- Children are admitted from the two lists according to date of birth, with the following exceptions:
  - Where a child has a pre-existing Statement of Special Educational Need or Education Health Care Plan (EHCP) that identifies attendance at a local pre-school will be particularly beneficial to the child's development.
  - Where a child has a sibling attending the setting in the same academic year.
  - Where there are exceptional family circumstances, which will be considered on an individual or case by case basis.
  - Where a family is eligible for the 2-year-old funding
- We describe our setting and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, ethnicity or from English being a newly acquired additional language.
- We describe our setting and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the setting.
- We make our Equality & Diversity Policy widely known.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children. Although our opening times are fixed, we recognise that there are occasions when children need to arrive late or leave early.

This policy was adopted at a meeting of	Parkside Pre-School
Held on	June 2020
Date to be reviewed	June 2021
Signed on behalf of the management committee	
Name of signatory	Amanda Hooker
Role of signatory (e.g. chair/owner)	Chair of Management Committee