



Admission Policy

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Admissions Policy

Policy Statement

At Aspiring Foundations federated Nursery Schools it is our intention to make our settings 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.

Procedures:

Children are eligible for admission from the beginning of the term following their third birthday and places are offered on a 15 or 30 hour basis. Priority for admission will be given to Halton residents as follows:

- 1) Children in Care - children who are subject to a care order or are accommodated by the local authority
- 2) Children in need as defined by the Children Act 1989
- 3) Children who wish to take-up their full free entitlement at this nursery school / class
- 4) Children aged 4 (i.e. children who will have reached the age of 4 by 31st August)
- 5) Children aged 3 (i.e. children who will have reached the age of 3 by 31st August)

Where there are more children in any one of the categories above than there are places remaining, the following tie-break will be used:

- a) Halton resident children moving to 3 year old funding who have already accessed 2 year old funding within either one of our centres
- b) Halton resident children, with the oldest child having highest priority
- c) Siblings – children with an older brother or sister expected to be attending the nursery class at the time of admission
- d) Where more than one child has the same birth-date, those living nearest the school, as measured using an Ordnance Survey Address Point system which measures straight line distances from the address point of the nursery to the address point of the place of the child's permanent residence will have priority
- e) Children resident in other authorities, as described above

Completion of an application form is not a guarantee of a place, although every effort will be made to accommodate all children whose parents wish them to attend.

According to the policy no account is taken of which primary school the child is likely to attend, or length of time the child has been on the waiting list.

The school has policies for special educational needs, disability and inclusion. Parents of children with additional needs or disabilities are encouraged to contact the school prior to admission to discuss how the school, family and relevant agencies can work together to meet the child's needs.

Organisation

- The nurseries can cater for:

Ditton – the equivalent of up to 104 children attending:

- on a part time basis for either 5 mornings or 5 afternoons per week;
- or full time for up to 30 hours per week (8.30-2.30)
- if there is capacity within the provision we would then look to support parents who wanted to take the sessions more flexibly.
- where there is capacity we offer additional sessions to parents, either whole 3 hour sessions, lunch time sessions (50 minutes) or an additional 50 minutes at the end of the 30 hour day (2.30-3.20). There is a charge for this offer. These places are offered on a first come first serve basis with the above admissions criteria used if needed.

Warrington Road- the equivalent of up to 130 children attending:

- on a part time basis for either 5 mornings or 5 afternoons per week;
- or on a full time basis for up to 30 hours per week (9.00-3.00)
- where there is capacity we offer additional sessions to parents, either whole 3 hour sessions, lunch time sessions (45 minutes) or an additional 30 minutes at the start of the day (8.30-9.00) or 45 minutes at the end of the 30 hour day (3.00-3.45). There is a charge for this offer. These places are offered on a first come first serve basis with the above admissions criteria used if needed.

- Parents may complete an application form once their child is born by either calling into school or requesting a form to be emailed to them. A place will be confirmed prior to entry and parents will receive an invitation to an information evening where they are able to meet the staff and look around the building. They are also offered a home visit and given details of their child's starting date and time. Please refer to the 'Settling in Policy' for further details.
- 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 appropriate, in more than one language. Where 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.
- We describe our setting and its practices in terms that make it clear that it welcomes 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 monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
- We make our Equality Policy widely known.