



ASHMORE PARK

AND

PHOENIX NURSERY SCHOOLS  
FEDERATION

ADMISSIONS  
POLICY

Senior Leadership Team/Compliance Governor(s) Review Date	07.11.2018
Governing Board Approved/Adopted	15.11.2018
Signed on behalf of the Governing Board/Committee	
Policy to be Reviewed Date	07.11.2020

## **GENERAL STATEMENT**

It is the belief of the Ashmore Park and Phoenix Nursery Schools Federation that all children should be entitled to a broad and balanced curriculum within the setting of their school. Children will normally be admitted in the autumn term in line with single admission arrangements. However, children can be admitted into Nursery at other points in the academic year, when places are available.

## **AIMS AND OBJECTIVES**

To give all children of the required age group, equal access to nursery placements within the constraints of the appropriate regulations and Local Authority policies. Children are entitled to receive fifteen hours' free nursery education from the term following their third birthday. Places are offered to children as close to their third birthday as possible. Funding is also available to support places for children who are 'rising threes'. If places are available, children who meet this criterion will be offered a place. 'Rising threes' may be offered a place at Ashmore Park Nursery without funding for that term, if there are vacant places as the Governors deem this to be an investment in the future outcomes for those children. There is no pupil mobility and therefore the School aims to support raising standards and improving educational outcomes for the children. At Phoenix Nursery places for 'rising threes' are offered to the most vulnerable i.e. those who meet the criteria. Only funded places are offered as there is a high level of pupil mobility.

The Federation places great importance on an effective transition into Nursery and plans the induction process very carefully. Induction visits to Nursery take place over an extended period of time and a home visit is an integral part of the induction process at Ashmore Park Nursery. Home visits are not a part of the induction process at Phoenix Nursery due to pupil mobility and language barriers. Transition into Nursery is on a modified timetable as the emotional well-being of the child is of paramount importance. Transition to Primary school is also viewed as a very important process and the Federation is proactive in contacting it's feeder schools, and is willing to fully support their induction processes in order that the children are best prepared for their next stage of education.

## **ADMISSION PROCEDURES**

1. Parent/Carers approach the Nursery to have their child's name placed on the waiting list. Parents/Carers complete the application form. They are asked which session they would prefer for their child and as far as is possible, they are offered the session of their choice. The date that they register their application is also noted;
2. The oldest child registered on the waiting list is offered the next available place;
3. Should there be only one space available, however there are two children on file with the same date of birth, then the child whose name was put on the waiting list first will be offered the place. When there is a higher demand for places for a particular session than available, then again the places are offered to parents who registered in date order;

4. In certain circumstances places may be allocated not in date of birth order. This may be at the request of:
  - Looked After Children (LAC) team;
  - Early Years Special Needs Team and/or Gem Centre;
  - Health Visitor;
  - Social Services.
5. Parent/Carers are notified of a place for their child initially by email/telephone or letter. Parents are invited to an evening session for adults only to complete the necessary paperwork for their child's admission to nursery. A series of visits are planned for the parents and children. School is normally closed for the older children at the beginning of the autumn term to allow for induction to take place;
6. Attachment is very important and we treat each child individually. If parents and children are happy and settled, then parents may choose to leave their children during the induction visits. Space is always made available for parents to stay on site, enabling children to 'check in' with their parents/carers during the visits if they need to do so. This approach is also taken when children start Nursery. Parents and key workers will make the judgement about when is best to leave the child. If a child finds starting Nursery difficult then flexible session times can be arranged. As previously stated, the emotional well-being of the child is of paramount importance.

#### **ROLES AND RESPONSIBILITIES**

It shall be the responsibility of the Headteacher/Senior Administrator to:

- Keep written records of all requests for admission into the school;
- Contact parents when a place is available;
- Ensure all documentation is completed so that the School has all the relevant information about the child;
- Organise a suitable programme for induction including a timetable of home visits.

It shall be the responsibility of the Governing Board to:

- Monitor and agree all procedures and practices concerning admission into each Nursery.

It shall be the responsibility of all staff to:

- Assist in the arrangements for the induction of the children into Nursery.