

The Federation of Grove House and Kings Park Infant Schools



Nursery - Admissions Policy

Introduction

The Federation of Grove House and King's Park Infant Schools governing body applies the regulations on admissions fairly and equally to all those who wish to attend this school.

Aims

- We seek to be an inclusive school, welcoming children from all backgrounds and abilities.
- All applications will be treated on merit, and in a sensitive manner.
- The only restriction we place on entry is that of number. If the number of children applying for entry exceeds the places available, we adopt the procedure set out below to determine whether a child is to be accepted or not. It is our wish for parents to find a place for their child at the school of their choice. However, this is not always possible, due to excess demand on the places available.
- A child's level of ability is irrelevant to this school's admissions policy, as are any special needs the child may have.

How parents can apply for their child to be admitted to our Nursery

The Federation of Grove House and King's Park Infant schools serves the area of Dereham. Parents are contacted at the beginning of the term before they are due to enter the Nursery. The Admission and Charging Policies are available on the school website.

Early Education is offered within the national parameters:

- No session to be longer than 10 hours
- No minimum session length (subject to the requirements of registration on the Ofsted Early Years Register)
- Not before 6:00am or after 8:00pm
- A maximum of two sites in a single day

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Early Education is offered to families 38 weeks of the year. The funded 15 hours can be claimed (to the maximum available):

- Monday – 09:00am to 12:00pm
- Tuesday – 09:00am to 12:00pm
- Wednesday – 09:00am to 12:00pm
- Thursday – 09:00am to 12:00pm
- Friday – 09:00am to 12:00pm

Our nursery offers part time places (3 hours per day). There are no fully funded places available.

We will work in partnership with parents, carers, childcare providers, the local authority and other organisations to improve provision and outcomes for children in their setting. Where required we will seek parent/carer consent to collect, share and use your information in accordance with the Data Protection Act and General Data Protection Regulations.

To ensure a smooth transition for the child we will work closely with families to discuss and agree how a child's overall care will work in practice where an entitlement is split across different providers, and where possible when families transfer their funding claim to a new setting.

Arrangements are in place to support children with special educational needs and/or disabilities (SEND). These arrangements include a clear approach to identifying and responding to SEND.

We will:

- follow the requirements of the Early Years Foundation Stage Statutory Framework to provide an inclusive environment for all children and their families, together with the requirements to comply with the Equalities Act and the Special Educational Needs and Disability Code of Practice
- monitor and review children's progress and development in partnership with families. Where a child appears to be behind expected levels of development or where a child's progress gives cause for concern a graduated approach will be adopted with 4 stages of action: Assess, Plan, Do & Review
- provide information to families on how their child's development is being supported and in agreement, consent will be sought to apply for additional funding and request support from outside agencies where necessary
- utilise the SEN inclusion fund and Disability Access Fund to deliver effective support
- publish our contribution to the 'SEN Local Offer' in Norfolk to ensure information is available to parents so they can make choices about the right childcare provision for their child with SEN

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We aim to identify all children that may attract any additional funding such as EYPP, DAF, SEND Inclusion Fund and any locally available funding streams with a view to submit a claim/application to support and improve their outcomes. This will be in partnership with families and consent will be sought prior to submitting a claim/application.

We will work with parents to ensure that as far as possible the hours/sessions that can be taken as funded provision are convenient for parents' working hours.

Children can be admitted any time after their third birthday, however this is dependent on the number of places we have available. Children who are four years and over will take priority over younger children.

As part of the registration process, parents/carers will be required to provide documentation to evidence their child's date of birth. This is to confirm they have reached the eligible age for the free entitlements. A copy will not be retained, but may be requested again later by the Local Authority for audit or fraud investigation purposes.

When the number of applications exceeds the number of places available the following criteria apply, in order of priority:

1. Children who are four years old and over
2. Children who have a brother or sister attending the main school or nursery
3. A request by social services
4. Proximity of the child's home to the school.
5. Children who have special needs (such as a disability) and a specific request has been made by parties who feel that our school would best suit their needs.

Admission Appeals

If we do not offer a child a place at this nursery, this will be because to do so would prejudice the education of other children by allowing the number of children in the nursery to increase too much.

If parents wish to appeal against a decision to refuse entry, they can do so by contacting the school governors. Details of how to contact them can be found at the school office.

Monitoring and Review

This policy will be monitored by the governing body and reviewed every two years, or earlier in the light of any changed circumstances, either in our Nursery or in the local area. The policy will always take due note of guidance provided by the Local Admissions Forum.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Any questions or concerns regarding this policy should be made to the Headteacher.

January 2025