

General Welfare Requirement: Organisation

Glebe House School Staff 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

4.1 Admissions

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
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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 appropriate, in more than one language. Where possible, 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 as well as access to an interpreter.
- Within Nursery we offer full day care for children from 6 months to school age and beyond for wrap around care up to the age of 8 years. The nursery and school are registered with Ofsted and inspected by ISI, within nursery we have provision for 68 children to attend, and the age groups are split into 3 age groups, being 0-2, 2-3 and 3-4; however at some points the age groups do mix.
- Families accepting a 2-year-old funded entitlement place will be able to claim the entitlement until their child(ren) is/are eligible for either the 3- and 4-year-old funding universal entitlement or working parent entitlement.

- Families claiming Under 2, 2, 3 and 4 year old working parent entitlement can claim funding if they are eligible, please see charging policy for more information and links as to how to claim this funding if you are eligible.
- The nursery is open from 0800-1700 on week days, all year except for Bank Holidays and for a short period over Christmas. Families can opt for their children attending either All Year or Term Time only. Please see Charging policy 4.3 and fee sheets for more information as to session times and how funding can be used.
- 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 6am or after 8pm
 - A maximum of two sites in a single day
- Early Education is offered to families either term time or all year round depending on how families choose to use their funding, please see options and the number of hours we are open per year in our charging policy which clearly lays out how funding can be used Monday to Friday inclusive each week.
- 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.
- 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.
- The Admission and Charging Policies are issued to all families as part of the registration process. They are also available on our website or on request.
- All enquiries are directed to the SMT for tours.
- We arrange our waiting list on a first come first served basis. In addition our policy may take into account the following:
 - Siblings already attending the setting.
 - age if applicable to spaces available in relevant rooms
 - priority would be given to long term commitments rather than temporary ones
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- 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, and 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 Equal Opportunities, SEND and all other Policies widely known through our welcome pack and newsletters which signposts families to our website or they can request hard copies of policies.
- We consult with families about the opening times of the setting to ensure we accommodate a broad range of family need.
- 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 and is viable for the setting.

- Registration process within nursery

Parent/Carers complete a form with either the Nursery Manager/SMT to register their interest in the Nursery, so they can join the waiting list.

Parent/Carers are notified of spaces being available and if the sessions suit them they are asked to complete a registration form and pay a registration fee, please see Charging Policy for exceptions to this requirement and more information

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 funded entitlement. A copy will not be retained but may be requested again later by the Local Authority for audit or fraud investigation purposes.

Three settling in sessions are offered to parent/carers prior to their child starting nursery, during these sessions they will be given a welcome pack

Welcome pack contains information about the setting and various forms which need to be completed to ensure children are safe whilst here, this includes documentation to confirm eligibility to Early Education through nursery having sight and copying birth certificates, which will be kept safely and destroyed once they are no longer required. Documentation also includes contractual arrangements, and funding policies.

Starting dates are arranged and children can start once all paperwork has been completed, signed and handed in to the nursery office.

- Once children are enrolled in the setting, parents may request extra sessions and the nursery office will place them on the waiting list or if spaces are available organise for them to start as soon as possible. Sessions are also available on an ad hoc basis as and when availability allows.
- We aim to identify all children that may attract any additional funding such as EYPP, DAF, SEND Inc Fund and any locally available funding streams with a view to submit and

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

This means 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 and 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. This is available on the Norfolk Community Directory to ensure information is available to parents so they can make choices about the right childcare provision for their child with SEN

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

This policy initiated: SB, SE

Policy Written by: SB, SE

Policy to be updated on an annual basis.

Policy reviewed: September 2025

Positive posters:

<https://i.pinimg.com/originals/d5/81/3c/d5813ca3f8bf1584df1a9246cfc5b3ae.jpg>

<https://i.pinimg.com/originals/fd/2c/a1/fd2ca13c4e389ff298d24a85e533f2aa.jpg>