

# Bow Lane Pre-school

## The Safeguarding and Welfare Requirements: 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

### 10.9 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
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. This is done through the Family Information service, Leaflets drops and through Hatfeild and St John Fisher Primary schools.
- We ensure that information about our setting is accessible, in written and spoken form.
- We arrange our waiting list in order of booking. In addition our policy may take into account the following:
  - siblings already attending the setting.
  - The right to accept as a priority children who attend the foundation stage at Hatfeild and St John Fisher Primary schools. Children who have additional needs and referrals from social services.

- With regards to the government funding we make it a priority for children who already attend the setting at age 2 years.
- 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, 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 consult with families about the opening times of the setting to ensure we accommodate a broad range of family need. Through this we have increased our start times in the morning.
- 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. There is a model of delivery for children accessing government funding.

This policy was adopted at a meeting of	Bow Lane Pre-school
Held on	6 <sup>th</sup> September 2019
Date to be reviewed	6 <sup>th</sup> September 2020
Signed on behalf of Bow Lane Pre-school	
Name of signatory	Gaye Hooker
Role of signatory	Owner