

Haytor View Community Primary School & Nursery

Admissions Policy for Children of Non-Statutory School Age (Nursery) September 2016



Learning together - enjoying success - aiming high - celebrating difference - enriching community

INTRODUCTION

The school is committed to improving the quality of life for local people by working with all communities, sectors and groups to deliver high quality services which are accessible, accountable, responsive and provide value for money.

We operate within an ethos that celebrates flexibility, creativity, diversity and choice to deliver:

- an inclusive approach that ensures equality, dignity and privacy for all
- a safe and stimulating environment where children and adults learn together
- a planned curriculum, based on prior learning and play experiences, that develops the whole child
- appropriate challenges through which all children will realise their own potential.

We seek to provide learning experiences which will enable all young people to achieve their potential and participate in the development of a fair and caring society.

Overview:

- Where practicable the early education sessions should be offered at times that meet the needs of the parent/carer, what must also be considered is the needs of the individual child.
- Children usually start in a foundation stage unit as soon after their third birthday as the parent wishes. (An induction programme is established to support this aspect.)

Children starting in statutory schooling need to do so the term after their fifth birthday, although most children will be admitted before this time, the September of the academic year the child turns 5 (parents can choose to defer until the term after their child's fifth birthday).

ADMISSION POLICY

- A child will be funded through the early years entitlement for entry to nursery the term after the child's third birthday, up until the term after their fifth birthday.
- There may be the opportunity for a child to attend the nursery setting the term before their third birthday, this would be provided through parents purchasing sessions or applying for funding through the Government Together project for those parents meeting the eligibility criteria.

EARLY YEARS ENTITLEMENT

Children can access provision the term after their third birthday, they are entitled up to 15 hours a week of Early Years provision organised across 38 weeks of the year. This is arranged across the week in units of three hours, patterns of attendance are agreed with parents primarily, taking into account the educational, developmental and welfare needs of the children. As we are an educational provider, we do not offer a combination of morning and afternoon sessions. There is the option for attending:

- Morning sessions 8.30 - 11.30am
- Afternoon sessions 12.20 - 3.20pm

CHARGING FOR ADDITIONAL SESSIONS (refer to school charging policy)

If there is spare capacity there may be the option for parents to purchase additional hours, these will be within the nursery hours of 8.30am - 3.20pm as follows:

- All day 8.30am - 3.20pm - this equates to 6 hours 50 minutes

(am session 3 hours; pm session 3 hours; lunchtime 50 minutes)

- Morning to include lunch 8.30am – 12.20pm
- Afternoon to include lunch 11.30am – 3.20pm

Priority for lunchtime or full-time places will be given to accommodate the childcare needs of parents who are working or studying, as well as Children in Care and those on Child Protection Plans. When considering an application for additional hours, the school will take into account the developmental profile of the child, with the aim of ensuring that the allocation of additional hours will not compromise the child's well being. Where places for rising 3 year olds have been requested, a maximum of 15 hours can be accessed, there will be an audit of provision and capacity according to floor and staffing ratios and the individual developmental needs of the child, prior to a decision being made.

The procedures for applying for full day or lunchtime places in the early years setting are as follows:

1. Put your request in writing, stating the additional hours you require and the reasons for the request;
 2. The Foundation Stage Leader will arrange to meet with you to discuss your request;
 3. If your request is successful, you will be provided with an additional hours agreement;
 4. If your request is unsuccessful, you will be verbally notified of the outcome and be given written confirmation.
- The allocation of purchased places hours will be reviewed each term.
 - The rates charged by the school for additional hours, will be decided annually at the time of finalising the School's budget.
 - Parents will provide a packed lunch for children attending a lunchtime session.

CHARGING FOR ADDITIONAL PLACES

Hours available in nursery for parents to purchase will be at the following hourly rates:

- For children accessing Early Years Entitlement £3.70 (children 3 years and a term), in addition to their 15 hours early years entitlement.
- For children not yet accessing Early Years Entitlement £4.88 (those children younger than 3 years and a term) a maximum of 15 hours can be accessed.

These rates will be allocated across lunch times and hours, in accordance with the timings as detailed above. Costings are calculated according to staffing costs attached to providing the additional hours for the two categories of children (those eligible for Early Years Entitlement, those not yet eligible for Early Years Entitlement).

Access to the free entitlement will be a priority, and a parent seeking to access additional hours will be advised that they will have to give way to a child that is entitled to free provision. The arrangement will be set up on a termly basis and parents will be given four weeks notice if a change is necessary.

Parents with children attending the morning sessions are able to access additional lunch provision of 50 minutes at the following rates

- For children accessing Early Years Entitlement £3.08 (children 3 years and a term)

Parents will be required to provide a packed lunch prior for the lunch session (the lunch session will run from 11.30am – 12.20pm).

Parents will be expected to pay for additional hours on a monthly basis unless other arrangements have been made with the school with prior notice, in line with the Early Years charging agreement.

Where parents have failed to provide payment for additional hours, the option of additional purchased hours will be stopped with immediate effect, until such a time that the outstanding balance is be paid.

Parents will be expected to pay for the hours which have been agreed, this is also the case in the event of the child being absent. In order to cover staffing costs

The criteria for admissions procedures into the nursery will also apply to the allocation of charged sessions, this could mean that children who do not currently attend the nursery for their entitlement could attend the nursery for charged sessions.

CHARGING FOR LATE COLLECTION OF CHILDREN WHERE ADDITIONAL PLACES HAVE BEEN PURCHASED:

The school has a policy of charging for late collection of children, this is at a rate commensurate with the schools charging costs, with a minimum charge of £1.45 for the first fifteen minutes and 75p for each 15 minute unit thereafter. Non payment for late collection arrangements, will result in a review of purchased hours.

ADMISSIONS PANEL

- The admissions panel for the school will consist of a health visitor, member of the governing body, Head of Learning and Development, Early Years Leader and where appropriate a member of social services.
- Where necessary eg. in the event that the setting is oversubscribed, the panel will meet at the beginning of the term, prior to the child's proposed entry into the Early Years.
- The Governing Body is responsible for making the final decision on the allocation of places at the Early Years Unit.

EARLY YEARS ADMITTANCE

- The parents are offered a meeting at the school to discuss entry into the Early Years and complete induction paperwork;
- Taster session/s are put in place for the parent and child, in order to support a gradual transition into the Early Years Setting. After the taster session/s, if both the parent, child and Early Years Leader consider it appropriate, the child will start the Early Years Setting the following day;
- All children are entitled to take up their allocation of session times, however should a parent wish to have a more gradual entry into the school, this will be accommodated wherever appropriate;
- Where the admissions panel has been required to meet, the parent will be contacted and informed of the outcome/next steps.

ALLOCATION PROCEDURE

- There should be a balance of three and four year olds attending each session wherever possible;
- The session must last for a minimum of 3 hours;
- All children must be offered 15 hours, although parents/carers can choose to not take up the 15 hours (parents will be informed that they will not be necessarily be able to access free entitlement provision elsewhere for the days their child does not attend);
- Full time early education places may be offered to children in Devon Admissions Policy oversubscription Category 1, or those who are in local care (looked after), of if Health, Social Services and Education professionals on the admissions panel feel it would be beneficial to the child and/or family. This could be a temporary arrangement or for the duration of the child's time in the Early Years unit.
- Parents/carers will be notified of the fact that there is a place available for their child half a term in advance of their start date.
- The school will seek to provide a balance of three and four year old children attending the provision at any one time. Priority for places will not be given to children based on age.
- If the full entitlement of hours is not available in the school nursery, parents will be told that the remaining hours can be accessed at another Early Years provider.
- Parent contracts are reviewed on a termly basis, there will be the opportunity to request a change in the session times on a termly basis, parents can make a mid term request to change their child's places through discussion with the Early Years Leader.

NB: Attending Nursery Provision does not guarantee a place in the school setting for Reception intake, to secure a place in the school setting the Local Authority admissions process still needs to be followed.

PROVISION AT MORE THAN ONE SETTING

- Parents can choose to spread the entitlement between Early Years providers. For example, if a parent prefers 5 hours in a school nursery and a full day and a morning in a private day nursery, the school will wherever practicable aim to accommodate these needs. However it must be appreciated that, occasionally, families may not be allocated the times that they request. Priority for allocating flexible places can be given to parents who are working or in training.
- School will check that parents are not asking for more hours than they are entitled to if they are also attending another provider.

INDUCTION

(This is the procedure for all children starting the Early Years Setting the term prior to when they are to start the take up of their free entitlement, and is the preferred way of working in relation to all new nursery children. However, the school is mindful that individual circumstances will vary and therefore not necessarily support parents in being able to commit to the transition sessions. The school employs flexibility in the implementation of the induction process in response to the requirements of the parents.)

There may be the opportunity for a child to attend the Early Years Setting the term before their third birthday or the term within which they are three. This would be provided through parents purchasing sessions or applying for funding through the Government Together project for those parents meeting the eligibility criteria. These children will have been allocated places and given a start date from when they will be funded to attend for the entitlement. Priority must be given to a child with eligibility for funding.

The parents and child are offered a meeting at the school to discuss entry into the Early Years, the term prior to when they are due to start.

At the Induction meeting the following will be discussed:

- Session Times identified - which will be put in writing, supporting a gradual transition towards the child's fifteen hour entitlement. (In the event that the child is in the term after their third birthday and entitled to their fifteen hours and the parents want to take the hours up straight away, this will be accommodated);
- A series of transition sessions will be put in place (see above point) for the child, this will be staggered taking into account the duration of the sessions the parent/s wishes the child to attend;
- Relevance of a Personal Care Plan (which includes toileting needs);
- An 'All about Me' form is completed that explains the child's current developmental needs. Induction paperwork, including permissions and parental responsibility;
- Engagement of any professionals to date;
- Expectation of attendance in line with school policy.

A series of transition sessions can then put in place for the parent and child, in order to support a gradual transition into the Early Years Setting, if this is able to be supported by the parents. Where appropriate, after the transition sessions, both the parent, child and Early Years Leader will meet to consider the allocation and duration of sessions which will be most supportive of the child's needs and stage of development, and how the provision can be adapted to accommodate the needs of the child. If considered necessary the Head of Learning and Development will be engaged in this meeting.

- Following the child's admission into the Early Years Setting following their transition sessions, a meeting between the Early Years Leader and the parent will be held at an appropriate time to discuss how the child has settled & record the child's current learning targets on an Initial Child Profile & discuss the child's interests. If during this meeting a shared concern is raised about the child's emotional or development, there will discussion regarding how the provision needs to be adapted to accommodate the needs of the child. If considered necessary the Head of Learning and Development will be engaged in this meeting.
- All children are entitled to take up their allocation of session times, however should a parent wish to have a more gradual entry into the school, this will be accommodated wherever appropriate;

THE NURSERY APPLICATION PROCESS

Parents will be notified on receipt of an application for the Early Years Setting. Following consideration of the application a letter will be sent to Parents to inform them if they have or have not been allocated a place and the arrangements for admission.

Parents will be notified of the fact that there is a place available for their child at least half a term in advance of the time the child is due to start.

If parents are not offered a place, the school will inform parents of why they weren't successful and whether there are likely to be places available in the following term. The school has a complaints procedures that can be followed if you are unhappy about the decision.

Children are entitled to funded Early Years provision from the term after their third birthday until the term after their fifth birthday. The table below shows when children become eligible to access the Early Years entitlement. Children who are 3 years old between	Nursery Funding starts in this term
1 April and 31 August	1 September after their third birthday until they go to school
1 September & 31 December	1 January after their third birthday until they go to school
1 January & 31 March	1 April after their third birthday until they go to school

SCHOOL ADMISSIONS – how to apply

It is really important that you apply or we may not be able to offer the place you want.

Two preferences

Parents can express a preference for two schools. The local authority will try to offer your highest ranked preference.

Parents will need to be aware which school is designated to serve your address. See www.devon.gov.uk/schoolareamaps

Parents may want to consider naming their designated (catchment) school as one of their preferences if you think you may want a place there.

Be aware of the school transport policy.

Initially a search is made for places at both schools at the same time. It is only if both schools can offer you a place that we check which is your first preference.

What do I do next?

Return your application

Submit it online at www.devon.gov.uk/admissiononline

When do I hear?

You will receive an offer of a place:

by letter or by email (if requested on the online application form)

Some parents may wish to keep their child in the Nursery until they reach statutory school age. This means they will be Delaying (or in some cases deferring) Entry to Primary School.

This table shows when children become eligible to access our school's Reception Classes

Children who are 5 years old between	Possible Reception Class start
1 September – 31 August	September (can be deferred to January)

In general terms the area primarily served by Haytor View Community Primary School consists of Buckland, Milber and Newtake Estates. We have an admission level of 40 pupils per year group.

Parental choice is agreed wherever possible. Where demand exceeds available places, preference is given under the following conditions:

ORDER OF PRIORITY/OVERSUBSCRIPTION CRITERIA:

- A child living in the school's designated area, with a sibling who will be attending the school at the time of admission;
- Other children living in the school's designated area;
- Children living outside the school's designated area, but with a sibling who will be attending the school at the time of admission, with priority determined on the basis of distance between home and school (i.e. the shorter the distance, the higher the priority);
- Priority may be given to the admission of pupils for whom a particular medical justification is demonstrated;
- Priority will be given to children in public care (looked after children);
- Other children living outside the school's designated area, with priority determined on the basis of distance between home and school (i.e. the shorter the distance, the higher the priority);
- Where a child who has a statement of special educational needs where the school is named on the statement will have precedence for a place.

NB: Distance between home and school is to be measured along the shortest available walking route

ATTENDANCE

Although enrolment and attendance at a nursery is voluntary, it is desirable for the child to have a regular pattern of attendance. There may be occasions, however, when attendance becomes irregular or may stop. Staff will take every possible step to discuss the situation with parents, or other agencies and to encourage and offer support to the family. A record of attendance will be maintained daily and monitored regularly in line with the school attendance policy.

SUPPORT FOR LEARNING & DEVELOPMENT

In order for Early Years staff to effectively support and extend children's learning it is essential that staff work in partnership with parents' permission with other agencies that can provide early intervention services to children and their families.

The Early Years leader will liaise with Health Visitors and other professionals to ensure that full information is available prior to a child's entry to the Early Years setting. The process of identification of children with additional support needs will frequently begin prior to admission to the early years setting. Where this is the case, a record of the decisions taken at the point of admission and all documentation will be kept in the Pupil Personal Record with regular dated entries to indicate meetings with all staff and other agencies involved in supporting the child's development/learning needs.

Minutes of meetings with parents at which significant features of the child's progress are discussed will be entered into the Pupil Personal Record as will minutes of meetings where significant decisions are taken. This should help with the early identification, of those children who require additional support.

Sources of this support will also be identified, recorded and information supplied to all those concerned, including the nursery or primary school to which the child will transfer. For some this will result in an Individualised Education Programme (IEP) and a few may require a Devon Assessment Form (DAF), it is likely that a DAF will enable additional funding to be released.

In some cases the identification of a child in need of additional support for learning will not take place until entry to the Early Years setting. In such instances the responsibility for recognising, recording, planning for and assessing the level of support required lies with the Early Years Leader.

Parents must be kept informed and be fully aware of the Early Years Leader's view of the child and must be kept fully informed of the programme of learning experiences planned for the child and of the reasons for this support.

This continuous supportive framework will ensure a smooth transition from the Early Years setting to primary school. A seamless provision will be assured by timely transfer of informative records, and meetings between nursery staff and school staff.