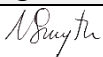


This policy will be reviewed in full by the Senior Leadership Team on an annual basis.

Date the policy was last reviewed and agreed	Senior Manager		Manager	
	Name	Signature	Name	Signature
February 2026	Natasha Smyth			

This policy is due for review up to 12 months from the above date

Admissions Policy

Legal Basis: Related Sub Section in The Statutory Framework for The Early Years Foundation Stage (March 2021)

Information about the child

3.73. Providers must record the following information for each child in their care: full name; date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers.

Other Legal Duties

3.80. The EYFS requirements sit alongside other legal obligations and do not supersede or replace any other legislation which providers must still meet. For example, where provision is taking place in maintained schools there is other legislation in place with which headteachers, teachers and other practitioners must comply with. Other duties on providers include:

- *employment laws;*
- ***anti-discriminatory legislation;***
- *health and safety legislation;*
- ***data collection regulations;***
- *duty of care.*

1 INTRODUCTION

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.

2 PROCEDURE

Children can start at the preschool at any time during the term, as soon as they reach 2 years old, dependent upon the availability of space, and the readiness of the individual child to stay happily within the group. A child can remain with us until the summer before they are due to start Reception Year.

Spaces are allocated as they become available following the 'date of application' waiting list criteria. This provides a balance with other local nurseries which may take a 'date of birth' policy.

Parents are asked to complete an Application Form, specifying the days they would like their child to attend and when they would like them to start, and they are asked to pay a non-refundable registration fee (some exceptions apply). The preschool will contact the parent by email approximately half a term before the child's start date and be asked to confirm their interest in a place and preferred days. A registration information

pack will be sent by email, and a home visit will be arranged, approximately 3-4 weeks before the child is due to start. Once the registration form and acceptance of our terms and conditions has been returned the parents will be liable for the first half term's fees.

In the case of last-minute applications, children can start once the forms and fees have been received (or the funding code has been accepted on the Hertfordshire Early Education Funding Portal)

The Early Education Funding rules state that a child could lose their funded place if they do not attend regularly, without a reason being provided for their absence. Therefore, if your child has not attended half of their sessions in any half term period (usually 6 or 7 weeks) they will lose their place at the preschool unless they have a valid reason (e.g. letter from doctor in the case of serious illness). If your child has not attended preschool for 2 weeks without any explanation, we reserve the right to offer their sessions to another child after attempting to contact you and to discuss the situation.

3 ACCESSIBILITY

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 and provided in written and spoken form.

We welcome mothers, fathers, other relations, and other carers, including childminders.

We are mindful of how we treat each child and their family, having regard to needs arising from their gender, special educational needs, disabilities, social background, religion, and ethnicity or from English being a newly acquired additional language, and of how we enable children and/or parents with disabilities to take part in the life of the setting.

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.

4 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

We are proud to have earned a reputation of being proactive in supporting children with additional needs to access early years education and childcare in our setting. Our good reputation means we get more applications from families of children with SEND than we are able to support effectively and safely.

The safety of all children who attend is our top priority, followed by providing a nurturing and educational environment where all children can develop and grow. We have therefore we have had to put some restrictions into place.

The number of spaces available for children with High Support Needs is equal to not more than half the number of staff employed to cover that session. For example, if we have 6 or 7 members of staff, the number of High Support Needs SEND spaces is 3. This means that we can safely look after all of the children who attend. For example, if there was an emergency, such as a fire, we can provide a 1:1 support to evacuate

Our environment and resources are intended for children with a developmental age of two years or older. We are not able to accept children with a developmental age of below 12 months as our setting is unsuitable for their stage of development, ability, aptitude and needs.

We are unable to accept children whose attendance would be incompatible with the efficient education of others, and where interventions have not been successful. For example, children who are a danger to others/themselves through their behaviours (e.g. persistent violence towards others) or actions (e.g. throwing objects, climbing on furniture, unlocking or opening doors/windows).

We are unable to accept children whose attendance would be incompatible with the efficient use of resources, for example children we consider require 1:1 adult support based on their needs.

Often children start with us before parents are aware of any SEND. When a child presents with high support needs after starting with us, and we have no spaces available for high support needs SEND children, as a last resort we will cancel the place if the safety of children is likely to be impacted.

I agree that I have read and understood the information set out in this policy, and will abide by it.
I understand that if I have any questions about this policy, I will raise them with my manager prior to signing my agreement below.

[illegible]