



## **Admissions**

### **Policy Statement**

It is our intention to make Cricklade Pre-School Playgroup 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 Pre-School through open, fair and clearly communicated procedures.

### **Procedures**

- We ensure that the existence of our Pre-School is widely advertised in places accessible to all sections of the community. We will advertise in the Cricklade Chronicle, **on social media** and, when possible, in the Town Guide.
- We arrange our waiting list in birth order. Whilst we try and take every child who wishes to come to Cricklade Pre-School we will consider siblings already attending the setting and the vicinity of the home to the setting if the Pre-school is operating at near capacity.
- We describe our Pre-School and its practices in terms that make it clear that it welcomes fathers and mothers, other relations and other carers, including childminders and values the contributions that they make.
- We describe our Pre-School and its practices in terms of how it treats each family and how it meets each child's individual needs.
- We make our Equal Opportunities Policy known.
- 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.

### **Children with SEND**

- **The manager must seek to determine an accurate assessment of a child's needs at registration. If the child's needs cannot be met from within the setting's core budget, then an application for SEN inclusion funding must be made immediately.**

- Children with identified SEND must be offered a place when one becomes available as with any other child. However, the start date for children with more complex SEND will be determined by the preparations made to ensure the child's safety, well-being and accessibility in the setting. If a child's needs determine that adjustments need to be made, the manager must outline a realistic timeframe for completion, detailing the nature of adjustments e.g., risk assessment, staff training, health care plan and all other adjustments required. The child's safety at all times is paramount.
- At the time of registration, the manager must check to see if a child's family is in receipt of Disability Living Allowance, if so, the manager must ask for evidence to enable them to claim the Disability Access Fund directly from the local authority. If the family is eligible but not in receipt of the allowance, the setting manager will support the family in their application. More information can be found at [www.gov.uk/disability-living-allowance-children/how-to-claim](http://www.gov.uk/disability-living-allowance-children/how-to-claim).
- Preparation for admitting a child with SEND must be made in a reasonable amount of time and any delay in the child starting is scrutinised by the setting manager to avoid discrimination and negative impact on the child and family. During a preparation period the family and relevant agencies and the local authority must be regularly updated on the progress of the preparations.

### **Safeguarding/child protection**

If information is provided by the parents that a child who is starting at the setting is currently, or has had involvement with social care, the designated person will contact the agency to seek further clarification.

Parents are advised on how to access the setting's policies and procedures.

### **Further guidance**

Early Years Entitlements: Operational guidance for local authorities and providers (DfE 2018)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/718181/Early\\_years\\_entitlements-operational\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/718181/Early_years_entitlements-operational_guidance.pdf)