



Cheddar Grove Primary School

Nursery Admissions Policy

Principles

The early education provision made for 3-4 year olds must be in accordance with the following principles of the Early Years and Childcare Service:

- Services should be child-centred.
- All activity should promote educational achievement.
- Universal service including service for Children in Need, ie non-stigmatising.
- Consistent quality across services with measurable outcomes.
- Recognition that staff development is crucial to quality.
- Consistent curriculum offered across settings.
- Partnership with parents.
- Family support services integrated with childcare and education crucial to holistic childcare approach.
- All provision should adopt integrated equalities approach.
- Inclusive provision.
- Partnership with other providers: Best Value approach to provision.
- Services should be locally accessible.
- The strategic objectives of the Early Years and Childcare Service are listed below and will inform the planning of all Local Authority funded provision:
 - To maximise the impact of all early years resources in order to promote equity and lifelong learning
 - To align resources so that Children in Need and children of families with specific needs have access to the services they need
 - To have an inclusive system of neighbourhood planning which secures the involvement of all stakeholders and sectors of the community
 - To design and implement a city-wide recruitment and training strategy allied to regeneration activity and local capacity building To develop a neighbourhood model which requires the integration of early education, childcare, provision for children with SEN and family support.
 - To design and implement an investment strategy to realise the principle of opportunity for all supported by a mixed economy of provision and associated neighbourhood commissioning infrastructure (i.e.: to involve local people in deciding which early years services should be available in their local area and how these services might be most appropriately provided).
 - To design and implement systems for monitoring and evaluating the effectiveness of service delivery across the city including the collection of relevant data and consultative documentation
 - To ensure that all provision operates a local sustainable environment policy

Allocation of Places

As the admissions authority, the Local Authority has to determine the admissions arrangements.

The Local Authority policy has been incorporated into Cheddar Grove Primary School Admission policy.

The priority will be to offer part-time places to children aged 3 by the end of August.

1. Priority for allocating part-time places will be as follows (in order of priority):

- (i) Children in Care aged 3 by the end of August.
- (ii) Children in Need aged 3 by the end of August.
- (iii) Other children aged 3 by the end of August who are children of families with specific needs.
- (iv) Siblings within Cheddar Grove Primary School.
- (V) The distance in a straight line from home to school (as the crow flies)

2. If places are remaining after part-time places have been allocated to all Bristol children aged 3 by the end of August, the remaining places should be allocated in accordance with the following criteria in order of priority:

- (i) Part-time places can be offered to children who become 3 on or after 1 September if all attempts to fill the places as above have been exhausted.
Note: If the school is aware of any Child in Care or a Child in Need who is 3 after the end of August, a part time place can be offered to this child (as soon as he/she has had their third birthday) in order to meet the child's exceptional needs.

3. The child will be offered a minimum of 15 hours through 2.5 days (Monday, Tuesday, Wednesday am) or (Wednesday pm, Thursday, Friday).

- Priority for the allocations of the two sessions will be given to Children in care, Children in Need and Children with Specific Difficulties.
- Allocation for places there after will be based on a first come, first served basis.

4. The School will not hold any places vacant for children (in Need or otherwise) who might apply for places during the school year. Vacancies arising during the year will be filled as soon as possible.

5. If a parent chooses to delay their child's date of entry to reception class, the nursery place for that child will not generally continue unless it is recognised that the child has very exceptional needs and the delayed transfer is agreed by parents, both head teachers and by the relevant officer of the Local Authority.

6. The Governing Body is involved with the allocation of places in the nursery.

7. Nursery classes have been established by the Local Authority as area provision therefore priority cannot be given to children who are anticipated to continue attending the school in the reception class.

8. It should be made clear to parents that:

- Admission to a nursery class does not guarantee an automatic right to continued education in the same school and whether or not the child has attended an Local Authority nursery is not taken into consideration in the allocation of places in Year R.
- Whilst more than one nursery may offer a place to the same child, only one of the offers for their child may be taken up;
- Regular attendance is required to maintain a place in the nursery class or school, but close liaison should take place with health visitors or social

workers as appropriate if there are concerns regarding a child's attendance.

- Any discrepancies regarding allocation of places, that are brought to the attention of the school, will be followed up in accordance with local authority procedure.