



Admissions Policy

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Admissions Policy

At Aspiring Foundations Federated Nursery Schools (AFFNS) it is our intention to make our settings accessible to children and families from all sections of the local community.

Aims

- To ensure that all sections of our community have access to the settings through open, fair and clearly communicated procedures
- To provide a fair system whereby children are given their entitlement of Early Education and Childcare
- To provide a fair system whereby children are given their entitlement of Nursery Education
- To provide a fair system whereby children can access paid sessions
- To ensure our provision promotes and secures foundations for future learning

The above aims will help to prepare children for 'School Readiness'. School Readiness ensures that all children have a wide range of experiences that enables them to be prepared socially, emotionally and academically for their school journey.

Criteria for Admissions

2-year-olds

The criteria as listed below will be applied:

1. Looked after children (often known as in care or LAC) or children who were previously looked after (PLAC), but immediately after being looked after became subject to an adoption, residence or special guardianship order. This includes children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted (IAPLAC) order. Evidence of current/previous LAC status should be provided at the point of application.
2. Children who are entitled to a 2-year-old funded place and are a Halton resident
3. Children who are a Halton resident and who already have siblings in school. a) A "sibling" includes foster, adopted, step and half siblings, provided they live with the same family at the same address and are part of the same family unit.
4. Children who are a Halton resident.

5. Children who are not a Halton resident and who already have siblings in school. a) A “sibling” includes foster, adopted, step and half siblings, provided they live with the same family at the same address and are part of the same family unit.
6. Children who live nearest to the school, calculated in a direct straight line from the child’s permanent place of residence to the school.

3–4-year-olds

Children are eligible for admission from the beginning of the term following their third birthday and places are offered on a 15 or 30 hour basis. Priority for admission will be given to Halton residents as follows:

The criteria as listed below will be applied:

1. Looked after children (often known as in care or LAC) or children who were previously looked after (PLAC), but immediately after being looked after became subject to an adoption, residence or special guardianship order. This includes children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted (IAPLAC) order. Evidence of current/previous LAC status should be provided at the point of application.
2. Halton resident children moving to 3-year-old funding who have already accessed a 2-year-old place within either one of our schools
3. Children who are entitled to a 3 or 4-year-old funded place and are a Halton resident
4. Children who are a Halton resident and who already have siblings in school. a) A “sibling” includes foster, adopted, step and half siblings, provided they live with the same family at the same address and are part of the same family unit.
5. Children who are a Halton resident.
6. Children who are not a Halton resident and who already have siblings in school. A “sibling” includes foster, adopted, step and half siblings, provided they live with the same family at the same address and are part of the same family unit.
7. Children who live nearest to the school, calculated in a direct straight line from the child’s permanent place of residence to the school.

Oversubscription Criteria

1. Looked after children (often known as in care or LAC) or children who were previously looked after (PLAC), but immediately after being looked after became

subject to an adoption, residence or special guardianship order. This includes children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted (IAPLAC)

2. Children with elder brothers or sisters, including half brothers and sisters, and unrelated children living together as part of the same household, already attending the school and expected to continue at the school in the following year
3. Children living nearest to the school defined as a straight-line measurement from the unique reference point of the child's permanent residence to the unique reference point of the school

Completion of an application form is not a guarantee of a place, although every effort will be made to accommodate all children whose parents wish them to attend.

According to the policy no account is taken of which primary school the child is likely to attend, or length of time the child has been on the waiting list.

The school has policies for special educational needs, disability and inclusion. Parents of children with additional needs or disabilities are encouraged to contact the school prior to admission to discuss how the school, family and relevant agencies can work together to meet the child's needs.

Organisation

- The nurseries can cater for:

Ditton

2-year-olds

The equivalent of up to 40 children attending:

- on a part-time basis for either 5 mornings or 5 afternoons per week;
- or on a full-time basis for up to 30 hours per week (9-3pm)

3-4-year-olds

The equivalent of up to 104 children attending:

- on a part-time basis for either 5 mornings or 5 afternoons per week;
- or on a full-time basis for up to 30 hours per week (9-3pm)

Warrington Road

2-year-olds

The equivalent of up to 40 children attending:

- on a part-time basis for either 5 mornings or 5 afternoons per week;

- or on a full-time basis for up to 30 hours per week (9-3pm)

3-4-year-olds

The equivalent of up to 130 children attending:

on a part-time basis for either 5 mornings or 5 afternoons per week;

- or on a full-time basis for up to 30 hours per week (9-3pm)

Paid places and Top Up places

Paid places - Payments for the sessions will need to be paid in advance as laid out in the contract. Please note charges will be made for sessions even when a child is absent due to sickness or a holiday. Charges for paid sessions will be displayed on the school's websites each academic year. These places are offered according to the above admissions criteria.

'Top-up' places - parents may be given the option to purchase morning and afternoon 'Top Up' sessions. Payments for the sessions will need to be paid in advance as laid out in the contract. Please note charges will be made for sessions even when a child is absent due to sickness or a holiday. Charges for top up sessions will be displayed on the school's websites each academic year. These places are offered on a first come first serve basis with the above admissions criteria used if needed.

'Top up' wraparound care places are offered on a first come, first served basis. Payments for the sessions will need to be paid in advance as laid out in the contract. Please note charges will be made for sessions even when a child is absent due to sickness or a holiday. Charges for top up sessions will be displayed on the school's websites each academic year.

Non-Payment of fees:

If payment has not been received according to the school's payment structure, then the child's place for top up will be removed and

Application Process

Application forms can be obtained from our school office and must be completed for all places at Warrington Road and Ditton nurseries. AFFNS applications will be placed on a waiting list until a suitable place is available. The administration team will contact families when a suitable place is available to confirm entry.

Offers of a place in our nurseries are based on our admissions criteria. If you require further information on funded places, please speak to one of our office staff.

Equality

AFFNS is committed to ensuring equality of education as well as equality of opportunity for all children, staff, parents and carers that are associated with our schools. We do this by:

- Having high expectations of all children
- Offering a broad, stimulating and balanced curriculum
- Taking account of children's life experiences and needs

The achievements, attitudes and well-being of all our children are very important to us. We ensure our nurseries promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or socio-economic background. We aim to develop a culture of community cohesion, inclusion and diversity.

We ensure that information about our setting is accessible, in written and spoken form and, where appropriate, in more than one language. Where necessary, we will try to provide information in Braille, or through British Sign Language.

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 monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.