



4.1 Admissions

Policy statement

We aim to ensure that all sections of the community receive accessible information, and that our admissions procedures are fair, clear and open to all parents who apply for a place.

We will work in partnership with parents, carers, childcare providers, the local authority, and other organisations to improve provision and outcomes for children in their setting. Where required we will seek parent / carer consent to collect, share and use your information in accordance with the Data Protection Act and General Data Protection Regulations.

Procedures

- 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, using simple plain English, in written and spoken form and, where appropriate, provided in different community languages and in other formats on request.
- Children with disabilities are supported to take full part in all activities within the setting and the setting makes reasonable adjustments to ensure that this will be the case from the time the child enquires about joining.
- We monitor the needs and background of children joining our setting on the Registration Form, to ensure that no accidental or unintentional discrimination is taking place.
- We share and widely promote our Valuing Diversity and Promoting Equality Policy (1:16).
- We are flexible about attendance patterns to accommodate the needs of individual children and families.

Enquiries

- All enquiries received are handled by the Leader or her Deputy.
- Parents/carers are invited to attend a taster sessions with their child to help them make their choice.

Childcare Provision

- Buttercups provides 29 hours of childcare per week during school term time (approx. 39 weeks per year) and employs the Early Years Framework throughout that time.

Early Education

Early education is offered within the national parameters,

- 18 places per sessions are offered. This is based on the limitations of the premises.
- Hours when offer is available

Session Time	Session Title	Charging Structure
08:30 - 09:00	Early Start	Funded hours
09:00 - 12:00	Morning	Funded hours
12:00 - 12:30	Lunch	Funded hours
12:30 - 15:30	Afternoon (Monday, Tuesday, Friday only)	Funded hours

- no session to be longer than 10 hours
- not before 6.00am or after 8.00pm
- a maximum of two sites in a single day
- 15 hours of universal funding is available to all 3 and 4 year olds
- 15 hours of 2 year old funding is available to eligible children. Families accepting this will be able to claim the entitlement until their child(ren) are eligible for either the 3 and 4 year old funding universal entitlement or working parent entitlement.
- Eligible parents can also claim Working Parent Entitlement funding up to the 29 hours per week that Buttercups operates. These places will be awarded on a first come first served basis subject to availability and ratios.
- 4 places per sessions will be reserved for 2 year olds
- To ensure a smooth transition for the child, we will work closely with families to discuss and agree how a child's overall care will work in practice where an entitlement is split across different providers, and where possible when families transfer their funding claim to a new setting.
- We will work with parents to ensure that as far as possible the hours/sessions that can be taken as funded provision are convenient for parents' working hours.

Children with SEND

We are required to have arrangements in place to support children with special educational needs and/or disabilities (SEND). These arrangements should include a clear approach to identifying and responding to SEND.

This means we will -

- follow the requirements of the Early Years Foundation Stage Statutory Framework to provide an inclusive environment for all children and their families, together with the requirements to comply with the Equalities Act and the Special Educational Needs and Disability Code of Practice
- monitor and review children's progress and development in partnership with families. Where a child appears to be behind expected levels of development or where a child's

progress gives cause for concern a graduated approach will be adopted with 4 stages of action: Assess, Plan, Do & Review

- provide information to families on how their child's development is being supported and in agreement, consent will be sought to apply for additional funding and request support from outside agencies where necessary
- utilise the SEN inclusion fund and Disability Access Fund to deliver effective support
- publish our contribution to the 'SEN Local Offer' in Norfolk. This is available on the Norfolk Community Directory to ensure information is available to parents so they can make choices about the right childcare provision for their child with SEN
- 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 Leader 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 Leader must check to see if a child's family is in receipt of Disability Living Allowance, if so, the Leader 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 Leader will support the family in their application. More information can be found at 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 Leader 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.

Waiting Lists

Includes

- All new children wishing to start at a future date
- All existing children wishing to increase hours at a future date
- All children waiting for an immediate start once a place is available

Fees

- The fee rate is reviewed each year at the committee meeting in May and any increase is applied from September
- There is only one fee rate which is charged for all non-funded hours

- The current fee rate may be viewed on our Fee Policy located on the policy page of our website www.buttercupsplaygroup.org.uk

Allocation of a Place

This may be determined by:

- Availability of places
- the age of the child with priority being given to children eligible for the free entitlement
- The capacity of the setting to meet the individual needs of the child
- The length of time on the waiting list
- The vicinity of the home to the setting
- Whether any siblings already attend the setting

Registration process

- A registration form is completed and a start date confirmed
- The Admission and Charging Policies are issued to all families as part of the registration process. They are also available online on our website.
- Agreement on sessions to be attended is reached
- Part 1 and Part 2 of the Parent/Carer claim form will be emailed to confirm the child's eligibility to funding.
- Documentation checked to confirm eligibility
 - Parents/carers will be required to provide documentation to evidence their child's date of birth. This is to confirm they have reached the eligible age for the funded entitlement. A copy will not be retained, but may be requested again at a later date by the Local Authority for audit or fraud investigation purposes.
- The Admissions and Charging Policy is available to all families via our website
- Our Complaints Policy is available to all families via our website also.
- A copy of the Privacy notice will be given to all parent/carer's - this explains what personal data we collect, why we collect it, how we use it, the control parent/carers have over their personal data and the procedures we have in place to protect it.
- Where parents/carers are not satisfied that their child is receiving the free entitlement in the correct way (as set out in this funding agreement and in Early Education and Childcare Statutory guidance for local authorities), a complaint can be submitted directly to Sue Fuller or the Chair person.
- Parents are welcome to stay with their child during the first few sessions to help them settle.
- Parents may also elect to gradual build up the time the child attends the Pre-school

Contractual Arrangements

- The registration form acts as a contract between Buttercups and the parent/carer providing:
 - Confirmation of the hours the child will attend
 - The hours either funded or fee paying
 - Emergency contact details
 - Special requirement of child
 - Names of those allowed to collect children

Inclusion

- The setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability - whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.
- Children and/or parents with disabilities are supported to take full part in all activities within the setting.
- Please refer to the SEND/Inclusion Policy concerning the SEND support on offer to children and how we support families to choose the right setting for their child with SEND. This policy can be accessed via our website
- We aim to identify all children that may attract any additional funding such as EYPP, DAF, SEND Inclusion Fund and any locally available funding streams with a view to submit a claim/application to support and improve their outcomes.

This policy was adopted at a meeting of

Buttercups Pre-school

Held on

28th February 2024

Date to be reviewed

28th February 2025

Signed on behalf of the management committee

Name of signatory

Jo Reed

Role of signatory (e.g. chair/owner)

Chair person

Staff/Committee Member	Date read	Signature
Sue Fuller		
Christine Fletcher		
Charlotte Chilvers		
Ruby Kilvington		

Sarah Jacobs		
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