

**Lilycroft Nursery School for children from two to five
Admissions, Attendance and Transition Policy**



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Rationale

Our aim is to make the Admissions, Attendance and Transition Policy fair and easily understood. Within the system there must be flexibility to cater for children and families with exceptional circumstances.

Lilycroft Nursery School and Childcare recognises that the well-being and learning of children can benefit from a positive experience of transition from home to school and between rooms/sites. Our school community is committed to support children and their families at times of transition having high regard to meeting children's social and emotional needs. This work is reflected in our procedures and practices.

Aims

- To provide high quality integrated education and care for children from two to five years
- To provide a seamless transition from home to nursery, from room to room, from Childcare to Nursery School i.e. between sites and from nursery to primary school
- To offer flexible arrangements, wherever possible, in order to meet the needs of children and families
- To personalise support for individual children, particularly those who are vulnerable and have special needs
- To ensure that assessment records of children are used effectively at times of transition

Procedures

In order to keep the admission process as fair as possible the following procedures are followed.

Families must complete a waiting list form. Children's names may be put on the waiting list from birth and may live within any area of Bradford Metropolitan District.

Children are normally admitted to Childcare under the 2 Year Old Offer scheme in September, January or April following their second birthday and to nursery in September or January following their third birthday. (There may also be limited places available for a small intake of children in April).

The waiting list is organised into terms which reflect the September and January intake and children are added to the waiting list the date the completed form is received.

Paid provision

- The following paid places are available for 2-3 and a limited availability of 3-5 years.
- If places are available children can be admitted at any time of year. If places are not available the child will be added to the paid provision waiting list.
- Attendance at nursery school must be for a minimum of three sessions each week.
- Parents/carers will be given a copy of our Charging and Cancellation Policy and must sign a contract when their child is admitted.

The Nursery School is open from 7.45 to 17.45 (3-5 site) and 8.00 to 18.00 (0-3 site) from Monday to Friday term time only. In addition to Bank Holidays the Childcare closes between Christmas and New Year. In order that the whole school can come together for staff development and training we may close for an additional five days throughout the year. Parents will be given a copy of the holiday list at the home visit.

Free entitlement

All children aged 3 and 4 are entitled to 15 hours of free early education per week, for 38 weeks a year, from the term (January, April or September) after their **third** birthday. The free entitlement is usually taken over five days, either a morning session from 8.45-11.45 or an afternoon session 12.30-15.30, or over two-and-a-half days, either Monday and

Tuesday 8.45-15.30, Wednesday 8.45-11.45 or Wednesday 12.30-15.30, Thursday and Friday 8.45-15.30. In certain cases it may be taken more flexibly.

There are also a number (stipulated by the LEA) of free early education places for some two year olds. All children accessing these places must meet the criteria specified by the LEA. A child can access a place from the term (January, April or September) after their **second** birthday. The free entitlement is usually taken over 5 days (8.30 – 11.30am or 12.30 – 15.30pm) term time only, or over 4 days (8.30 – 11.30am or 12.30 – 15.30pm) all year round. In certain cases it may be taken more flexibly.

Admission arrangements

Places are allocated using the following criteria:

- Admission to the nursery school - priority is given to children who have attended our under three provision for the September and January intakes. The remaining places are allocated from the waiting list ensuring that each class has a balance of ages, gender and ethnicity.
- Admission to the nursery school – priority at the Easter intake will be for children who are on the waiting list and are currently not receiving nursery education.
- Children who have recently moved into the area or who have not had their name down on any waiting list and would otherwise miss out on nursery education may be given special consideration.
- Priority may also be given to children with special educational needs or family needs.

We want children to settle into the provision happily with parent/carer circumstances also being taken into account during the settling in period.

Children thrive in an environment in which they feel safe and secure. Parents/carers must feel confident that their child's experience is as good as it can be. In order to facilitate this, all children are allocated a key person. This adult has a special relationship with the child and their family and is their first point of contact.

We try to visit families at home prior to starting nursery. Children are also offered the opportunity to visit prior to the official admission date – newcomers with their parents and children moving between rooms/sites with a familiar adult from the setting. For children under three it is essential that several visits are made before the child is left for the first time.

The key person and parents/carers work together to decide when a child may be left unaccompanied at the nursery for the first time. Each child is treated individually; his/her particular past experiences (e.g. playgroup attendance) and emotional maturity are taken into account during this important settling in period. Parents/carers are often asked to leave their child for only short periods of time initially.

Attendance

Regular attendance is crucial for children's achievement; lack of attendance may well indicate a need for family support. These guidelines aim to ensure that the correct support is given in order to encourage good attendance

- Parents/carers must inform us by phone or other means on the first day of their child's absence, giving a reason for the absence. Parents/carers should be encouraged to bring their child back as soon as possible
- Where a child is unwell whilst attending nursery, staff should use their discretion as to the appropriateness of attendance. If staff feel a child needs to go home they should seek approval from the senior leadership team
- A member of staff will follow-up any unexplained absences within 3 days. If a child has not attended after 5 sessions in total and no valid reason for absence has been obtained a home visit should be undertaken. Separate arrangements may be made for families with an intervention plan or where there is Social Care involvement. Where a child is on the Child Protection Register attendance is checked daily and any absence is followed-up the same day with a telephone call and a home visit if there is no reply
- Where there are persistent concerns about attendance these will be discussed at planning meetings

- The administrative team will provide termly reports to the Headteacher about attendance as well as publicising weekly attendance figures on the notice board
- The emergency contact sheet details will be reviewed annually each school year by the administrative team.
- Staff should make clear to parents that children should be brought to and collected from nursery by a person 16 years of age or over who is known to us. Where a parent/carer cannot collect their child they must inform a member of staff who will be collecting their child and except in an emergency, this must be a person who has been introduced to us previously
- If a parent/carer says a child will be absent because of a holiday the form 'Application for Leave of Absence' should be completed and signed by the Headteacher.
- Absence for up to two weeks family holiday is authorised. Absences in excess of 10 school days must be requested in writing and will be considered on an individual basis. If the child does not return after four weeks absence his/her name will be removed from the register and the place may be allocated to someone else.

Late or Non Collection of Children (A copy of this information is given to parents/carers at the home visit)

Parents/carers must ensure that their children are collected promptly at the end of the session. If they are going to be late they must contact the staff at the school/centre,

Tel. no. 01274 545647

In the event of a child not being collected at the end of the session and staff not being informed, the following steps will be taken:

- Staff will reassure the child they have not been forgotten
- Staff will try to contact the child's parents/carers
- If unable to contact the parents/carers staff will try to contact the emergency contact numbers
- If unable to contact anyone, staff will continue telephoning at 5 minute intervals
- Staff will not release the child to an unauthorised person

Staff will not take children home. Children's Social Care will be contacted on 01274 530434/01274 437500 if the child has not been collected after 45 minutes

Transition

- Before starting Nursery, all children should be visited at home by their key-person (and another practitioner if the family is not known to the School). This is a time to share information about the child and the school. An 'All About Me' form will be completed with a child's parent/carer and will be the first entry in every child's Record of Achievement Book.
- New children should be admitted gradually. In advance the child's basket/ROA/name card should be ready. The key-person should be there to warmly greet the child (using child's name) and parents/carers. The key-person should then spend some time supporting the child, reassuring parents/carers and organising the settling-in process. Other staff should be introduced to the child and parents/carers
- Transition from one room/site to another should take place over a period of time. Children should be given numerous opportunities to visit the new room/site with a familiar adult and staff from the new room should visit children in their familiar setting. Each child's transition should be individual to them and tailored to their individual needs.
- Parents/carers should be kept informed of the process, taken to the new room/site and introduced to the key-person and any other new practitioners. Parents/carers will receive a summary report outlining their child's progress to date and children's Record of Achievement Books should be up to date. There will be an opportunity to discuss both in a meeting with a child's key person.
- Where children transfer settings before reception year the key-person will ensure all relevant information is passed onto the receiving setting.
- There will be close liaison with the receiving primary schools to ensure staff have the opportunity to visit children here and dates of visits to primary school can be passed onto parents. Teachers will ensure summary reports; data and ROA's are passed on to the individual primary schools.