

The Lilycroft and St Edmund's Nursery Schools' Federation



Admissions, Attendance and Transition Policy

Last Reviewed: July 2026
Approved By: Full Governing Body
Next Review Due: July 2027

Rationale

At St Edmund's NSCC we believe that children benefit from mixing with other children from a variety of backgrounds and cultures and of different ages and gender. We endeavour to ensure that our classes are always balanced in this way.

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.

We have places for children from birth to five years old. There is a mixture of funded (free) and paid for provision (see Charging and Remissions Policy).

St Edmund's NSCC recognises children's well-being and learning are enhanced by a positive experience of transition from home to school and between rooms. Our school community is committed to supporting 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 birth to five years
- To provide a seamless transition from home to school, from room to room 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

2-3s Funded / 'Free' Entitlement (15 hours)

From the term (January, April or September) after their second birthday, some 2 year olds are entitled to 15 hours of free early education per week, for 38 weeks a year (it is not an entitlement for all children as it is for all 3 and 4 year olds). The funded entitlement (15 hrs for 38 weeks a year) is usually taken over five days, either a morning session from 8.45-11.45 or an afternoon session 12.30-3.30. In certain cases, it may be taken more flexibly.

Your 2-year-old can get free childcare if you live in England and get any of the following benefits:

- Income Support
- income-based Jobseeker's Allowance (JSA)
- income-related Employment and Support Allowance (ESA)
- Universal Credit, and your household income is £15,400 a year or less after tax, not including benefit payments
- the guaranteed element of Pension Credit

2-year-olds can also get free childcare if they:

- are looked after by a local authority
- have an education, health and care (EHC) plan
- get [Disability Living Allowance](#)
- have left care under an adoption order, special guardianship order or a child arrangements order

The school/centre use the LA criteria first then for additional places look at children:

- Living locally
- With siblings already attending the school/centre

3-4s Universal Funded / 'Free' Entitlement (15 hours)

From the term (January, April or September) after their third birthday, **ALL** children are entitled to 15 hours of free early education per week, for 38 weeks a year. The funded (free) entitlement is usually taken over five days, either a morning session from 8.45-11.45 or an afternoon session 12.30-3.30. In certain cases, it may be taken more flexibly.

Funded 'Free' 30 hours for working families

From **September 2025**, all eligible working parents of children aged **nine months up to four years old** will be able to access funding for **30 hours** per week of education and care for 38 weeks of the year.

Types of provision for 30 hour funded (free) sessions

3 days 7.45am-5.45pm, term time only

4 ½ days, Monday-Thursday 8.45am-3.30pm, Friday 8.45-11.45, term time only

3 days 8.45am-3.30pm, all year round

When mealtimes occur during a child's funded (free) provision, food is provided at cost (see price list). Mealtimes are a social experience with children sitting in small groups with an adult where they serve each other and are encouraged to try new foods from our delicious, healthy menu prepared and cooked on site. Conversation and good manners are supported and encouraged.

Should families choose to do so, the option to bring a packed lunch is available.

Criteria

Child's Age: Children aged 9 months and older (until they start school).

Parent's Work: Both parents (or the sole parent in a single parent family) must be working at least 16 hours a week.

Parent's Income: Each parent must earn an average of at least £183 per week (equivalent to 16 hours at National Minimum Wage).

Parent's Adjusted Net Income: Both parents' adjusted net income cannot exceed £100,000 per year.

Residency and Immigration: Parents must have a National Insurance number and meet certain residency and immigration requirements, such as British or Irish citizenship, settled status, or pre-settled status and permission to access public funds.

Caring Responsibilities: One parent is employed & the other parent has substantial caring responsibilities based on specific benefits received for caring, or one parent is employed & one parent is disabled or incapacitated based on receipt of specific benefits.

Application: Parents need to apply for the 30 hours through the gov.uk website and will need to reconfirm their eligibility every 3 months.

For additional information the Best Start in Life Family Hub (previously known as Childcare Choices) website is a great tool for parents.

Early Years Resourced Provision

- In addition to our admission numbers we have places for children 2-5 years old with substantial and sustained additional needs. These places are allocated through the Early Years Inclusion Panel (see Inclusion Policy).

Paid provision

The School/Centre is open from 7.45 to 17.45. In addition to Bank Holidays the provision is closed between Christmas and New Year. In order that the whole school and centre can come together for staff development and training we will close for an additional five days throughout the year. Holiday and Training Day dates are available on the website www.stedmundsbradford.org.uk or you may request a paper copy from the office.

- 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. Children must attend for a minimum of three sessions
- Parents/carers will be given a copy of our Charging and Remissions Policy and must sign a contract when their child is admitted.

Applying for a Funded (free) Place at St Edmund's

To apply for a place at St Edmund's NSCC, families complete a waiting list form; this can be done over the phone. Children's names may be put on the waiting list from birth and they may live within any area of Bradford Metropolitan District. Children are normally admitted to 2-3s and 3-4s the September or January following their birthday and into 0-2s the September, January or April after they turn 9 months old.

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

Due to very high demand for places it is not a guarantee that a place will be available the term that a child becomes eligible.

Places are allocated using the following criteria:

- In order to ensure a seamless experience for very young children, priority is given to children who are already attending St Edmund's in a younger age group (funded or paid) and have done so for at least 12 weeks

- The remaining places are allocated from the waiting list, ensuring that each class has a balance of ages, gender and ethnicity
- 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 altogether, may be given special consideration.
- Priority may also be given to children with special educational needs or family needs
- Families eligible for 15 hours funded places may be given priority over those accessing 30 hours funded places. This is to support the needs of our community.

Transition

We want children to settle into the provision happily with parents/carers 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 the first point of contact.

All families will have a home visit, ideally prior to starting nursery, often during the settling in period. Children are also offered lots of opportunities to visit prior to the official admission date (parents/carers must stay with their child during visits). For children under three it is recommended that several visits are made before the child is left for the first time. However, arrangements are made on an individual basis taking into consideration the needs and wellbeing of the child and family.

- All children will be visited at home by the key-person and one of our Family Engagement team. This is a time to share information about the child and the school. The child's interests should form the first observation for the child's file
- New children should be admitted gradually. In advance the child's basket/file/coat peg/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
- 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
- All children should be greeted warmly each day. Arrivals and departures are times when information can be shared between home and school. Information from home can be recorded in the child's ROA/file/online learning profile

- Children should be supported at key transition times during the day. When children need to move from one place to another they should be informed what is happening and why and then helped through the process
- When children are almost ready to move from one room to another or to a new key group, parents/carers need to be fully informed. Transition should take place over a period of time. Information should be passed from the current key-person to the new key-person and parents/carers should be kept informed of the process, taken to the room and introduced to the key-person and any other new practitioners
- Transition sessions are held for each age range in the summer term. This offers an opportunity for families to meet the team and ask any questions they might have. Also - a chance for parents/carers to visit the environment with their child
- Where children transfer settings before reception year the key-person will ensure all relevant information is passed onto the receiving setting
- At the appropriate time, we will ensure all children have been allocated a primary school. There will be close liaison with the receiving school 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 reports are prepared for the child's new school and the admin team will forward children's personal data onto the individual primary schools via a secure Government web link. Safeguarding records are passed on securely via CPOMS in most cases, once requested by the receiving school

Attendance

Regular attendance is crucial for a child to build relationships, feel happy and secure and make progress in their early education; lack of attendance may well indicate a need for extra support for a family. 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 absence, giving a reason. Parents/carers should be encouraged to bring their child back to Nursery 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 before contacting the parent/carer/emergency contact
- Key persons, the Family Engagement team or Admin will follow-up any unexplained absences each day (see Absence Process). If a child has not attended for a week and a reason for their absence has not been obtained, a home visit will be undertaken. Separate arrangements may be made for families with an intervention plan or where Children's Social Care are involved. 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. The social worker will also be informed

- Where there are persistent concerns about attendance these will be discussed at planning meetings. The Family Engagement Team will liaise with the family to discuss what changes may need to be made to help increase the child's attendance
- The administrative team will provide termly data to the Executive Headteacher about attendance
- Staff should make clear to parents that children should be brought to and collected from the school, by a person 16 years of age or over. Where a parent/carer cannot collect their child they must inform a member of staff who will be collecting them and give a description of this person. Ideally, persons who will be picking up a child from Nursery will be introduced to their key person in advance
- If a parent/carer says a child will be absent because of a holiday, the form 'Application for Extended Leave' should be completed and signed by a member of the Senior Leadership Team. The information including return date is then added to CPOMS to enable monitoring
- Absence for up to two weeks of family holiday time is authorised. Four weeks absence can be authorised in exceptional circumstances in the case of extended visits abroad. If the child does not return after four weeks' absence, his/her name may be removed from the register and the place allocated to someone else

Late or Non-Collection of Children

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 by telephone.

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 433999/431010 if the child has not been collected after 45 minutes

Staff will keep a record of all children who are not collected promptly at the end of the session. If children are collected late on a regular basis, without a legitimate reason parents/carers will be charged, to cover the extra costs incurred in terms of staff wages and premises hire charges at the rate of £20/hour or part thereof.