

General Welfare Requirement: Organisation

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

Administration

10.2 Admissions

Policy statement

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.3 The learning environment 3.4 The wider environment	

Procedures

- 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 will provide translated written materials where language needs of families suggest this is required as well as access to an interpreter.
- Upon returning registration forms to the Admissions Secretary all applicants will be placed on our waiting list. Children may attend Charlton Acorns pre-school from the age of 2 years 6

months (unless in receipt of two year old funding when they are able to attend from the age of 2 years). We arrange our waiting list in birth order.

- In addition our policy may take into account the following:
 - the vicinity of the home to the setting; and
 - siblings already attending the setting.
- We describe our setting and its practices in terms that make it clear that it welcomes fathers, mothers, partners, other relations and other carers, including child-minders, Charlton Primary staff and Breakfast and after school staff.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
- 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, and 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 make our Valuing Diversity and Promoting Equality Policy widely known.

This policy was adopted at a meeting of	Charlton Acorns Preschool	name of setting
Held on	<hr/> 17 September 2014	
Date to be reviewed	<hr/>	
Signed on behalf of the management committee	<hr/>	
Name of signatory	<hr/> Julie Bridle	
Role of signatory (e.g. chair/owner)	<hr/> Chair Person	