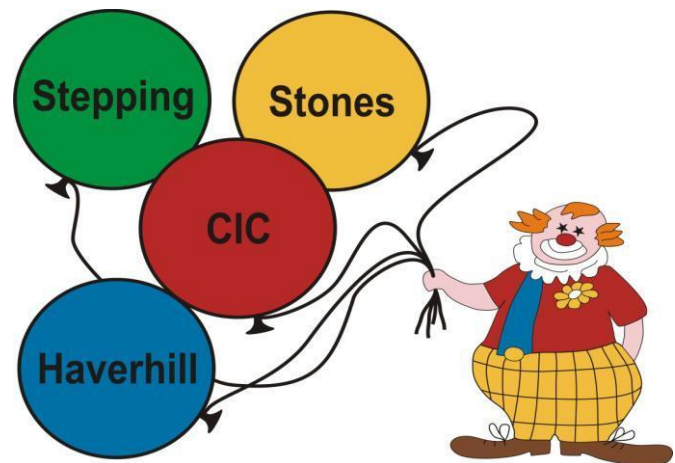


General Welfare Requirement: Organisation

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

29 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 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, 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.
- Language. We will provide translated written materials where language needs of families suggest this is required as well as access to an interpreter.

- 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 keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- 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, 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 monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
- We make our Valuing Diversity and Promoting Equality Policy widely known.
- We consult with families about the opening times of the setting to ensure we accommodate a broad range of family need.
- 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.
- Children that attend our setting; will not automatically be offered a place within the Coupals Primary Academy.
- We support 2 year old funded spaces
- We support 3 & 4 years old funded spaces
- We offer 10 placements for the 30 hours funded hours
- We arrange home visit (if enrolment form is received before the start of the new term)
- We arranged setting visits (due to Covid-19)
- We offer settling in sessions

Please note that all staff should read and be aware of the MASH & LADO posters within the setting.

This policy was adopted by	Stepping Stones Childcare & Education CIC
On	28.02.2017
Date reviewed	October 2020
Date to be reviewed	October 2021
Signed on behalf of the management	
Name of signatory	ELAINE MCMANUS
Role of signatory (e.g. manager/ deputy)	MANAGER
Name of signatory	ANNE JESSOP
Role of signatory (e.g. manager/ deputy)	DEPUTY

Review:

This policy is reviewed every year or whenever deemed necessary by the manager in the light of events and changes in the law.

This policy was sent to staff to read on 17/10/2020 and needs to be acknowledged by staff on the log of policies document.