

## St Michael's Pre-school

Safeguarding and Welfare Requirement: Information and Records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

## Administration

### 4.1 Admissions

#### Policy Statement

It is our intention to make the pre-school 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 pre-school 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, if possible, in more than one language. Where necessary, we will try to provide information in Braille, or through British Sign Language. We will endeavour to 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.
  - the age of the child, with priority given to children who are eligible for the funded entitlement – including eligible two year old children;

- the capacity of the setting to meet the individual needs of the child (Special educational needs).
  - Siblings already attending the setting who will still be attending at the time of admission
  - the number of children in each cohort.
  - siblings attending St Michael's Woolmer Green School
- We may keep a place vacant, if this is financially viable, to accommodate an emergency admission.
  - We describe the pre-school and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
  - We describe the pre-school 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, 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 available to all parents and in our promotional materials.
  - We consult with families about the opening times of the setting to ensure we accommodate a broad range of families needs.
  - 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.

This policy was adopted at a meeting of	St Michael's Pre-school
Held on	23/05/2020 (date)
Date to be reviewed	(date)
Signed on behalf of the management committee	
Name of signatory	Ellena Lloyd
Role of signatory (e.g. chair/owner)	Committee Chair