

Admissions

Policy Statement

It is our intention to make The Wendover 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 setting through open, fair and clearly communicated procedures.

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.
 - We arrange our waiting list by date applied and birth order for children aged the half term they turn 2years to 4+years. In addition our policy will take into account the following:
 - the vicinity of the home to the setting; and
 - siblings already attending the setting.
 - Children may attend all day, if this has been discussed in advance, and it is agreed to be appropriate for the child. *We reserve the right to defer a place if we feel a child is not developmentally ready.*
 - A place on the waiting list does not guarantee a place at our setting.
 - We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
 - Our operating hours/setting opening hours are Monday to Friday 8am-4pm, term time only.
 - Children will attend for a minimum of two sessions a week. The number of sessions attended may be increased over time, subject to availability.
 - Allocation of extra sessions will be given in priority order e.g.; start date and date of birth and only when the pre-school can achieve the ideal ratios for all children in their care. Where practicable and by request of the parents/carers extra sessions may be allocated but a request does not guarantee extra sessions being allocated.
 - 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, 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 Equal Opportunities Policy widely known.
 - We periodically consult with families by form of questionnaire about the opening times of the setting to ensure we accommodate a broad range of family needs.
 - We can be 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.
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