



Admissions Policy



Document and Version Control

Document Title	Admissions Policy
Effective Date	Summer Term 2026
Policy Owner	Regional Manager
Policy Approver	Board of Director's

Version	Date	Amended by	Comments
5	Summer Term 2026	Sharon Shilling	Revised criteria for CC admission and updated references from EYFS

Section	Changes Made

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This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality across Our Pride, Our Joy in line with The Fierté Multi-Academy Trust.

Purpose of this policy

The purpose of this policy is to ensure all members of staff and parents are aware of the admission policy followed by Our Pride Our Joy Ltd.

Nursery Admission

Parents register an interest with the nursery either directly or via the school office. As children become eligible to attend, parents are contacted, and places allocated dependent upon the criteria outlined below. The nursery is not tied to a catchment area and accepts children from a wide community.

If the number of children seeking admission to the nursery exceeds the number of places available, a waiting list will be kept, and places offered once a vacancy occurs. Places are allocated based on the below criteria-

1. Availability of places, considering the staff: child ratios and the age of the child.
2. Children who have siblings who are already with us or attending the Academy School we are affiliated with.
3. A child requiring a full-time place may have preference over one requiring a part-time place.
4. The nursery's ability to provide the facilities necessary for the welfare of the child, including appropriate staffing arrangements.
5. When the application is received (extra weight is given to those who have been on the waiting list the longest).
6. Any extenuating circumstances affecting the child's welfare or the welfare of his/her family.

The decision-making process for the consideration of the allocation of places is the Nursery Managers responsibility. Any appeals regarding a decision taken should be raised in the first instance with the Regional Manager. Any further appeals will need to be submitted to the Directors.

Once a place has been allocated, parents are invited to visit the nursery with their child for a stay and play session. Parents may also be invited to an induction meeting, where information about the nursery will be given and any questions answered.

If places are available children may be admitted the day following their 2nd or 3rd birthdays on the understanding that these are not funded places. Funded places always begin the term after the child's birthday.

Care Club Admission

Before and after school provision is solely for the use of children who attend the Academy school to which we are linked. Attendance can be from the age of three years old.

Holiday club will accept children from other schools if places are available.

Parents can register their interest with Care Club staff or leave their details at the school office and staff will contact them directly.

If the number of children seeking admission to the Care Club exceeds the number of places available, a waiting list will be kept, and places offered once a vacancy occurs. Places are allocated based on the below criteria -

1. Children who have siblings attending the club already.
2. Age of the child as this will affect the ratio of adults.
3. When the application is received (extra weight is given to those who have been on the waiting list the longest).
4. Any extenuating circumstances affecting the child's welfare or the welfare of his/her family. For example, Looked After Child/children
5. Ability to provide all requested places.

Admission Policy regarding children with special needs

Our Pride Our Joy welcomes all children whatever their individual needs and believes in providing an inclusive setting. We believe that all children have a right to a broad and balanced Early Years Curriculum.

3.76. Providers must have arrangements in place to support children with SEND (Special Educational Needs and Disabilities). Maintained schools, academies and maintained nursery schools are required to identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO) and other providers in group provision are expected to identify a SENCO. All providers who are funded by the local authority to deliver early education places are required to have regard to the 0-25 SEND Code of Practice. (EYFS Statutory Framework 2025)

The Special Educational Needs and Disability Code of Practice (2015) define **special educational needs** as follows.

“A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than most others of the same age,*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind provided for others of the same age in mainstream schools or mainstream-post 16 institutions.”*

For children aged two or more special educational provision is education or training provision that is additional to, or different from that is made for other children of the same age. For a child under the age of

two, special educational provision means education provision of any kind. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition shown above when they reach compulsory school age or would do so if special educational provision were not made available for them.

Children's special educational needs are thought of in the following four broad areas of need and support:

- communication and interaction.*
- cognition and learning.*
- social, emotional, and mental health, and.*
- sensory and/or physical needs.*

There is often an overlap between disability and special educational needs. Therefore, a child can be defined as having special educational needs (SEN) or having special educational needs and disabilities (SEND).

The Equality Act (2010) defines **disability** as

a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This definition provides a low threshold and includes many children and adults. Long term is defined by the Equality Act as a year or more and substantial is defined as more than minor to trivial.

We aim to identify any difficulties a child might have and to work with parents, carers, and where necessary other agencies to address those difficulties.

We will respect parental wishes and consider their views, choices, and responses of the child where possible.

We will obtain parental consent before contacting another professional (unless there are concerns about child protection)

Accessibility to premises and facilities

Our premises are suitable for wheelchair access and if any area needs adapting to ensure we are fully inclusive then this will be addressed as appropriate.

We provide an inclusive environment by: -

- Differentiating our activities so that they are accessible to all children, ensuring that individuals experience success and gain confidence.
- Adapting our materials and approaches to provide inclusive and enabling environments for all children whilst meeting their individual needs.
- Being mindful of all sensory needs and adapting routines and environments to encompass all needs.

- Using a Graduated Approach to support and reflect on our Ordinarily Available provision to ensure the Wave 1 approach is embedded in daily routines.
- Operating a system of observation and record keeping with parents enables us to monitor each child's needs and progress individually. Our key worker system ensures that each child receives adult time and attention in 1:1 and small group settings.
- Acknowledging that if it is felt a child's needs cannot be met in the setting, additional support will be sought for individual children where necessary.
- Ensuring that each setting has a named SENCO who attends special needs in-service training whenever possible. This includes but is not exclusive, Level 3 SENDCo training, SENDCo leadership support across OPOJ and the Academy schools, termly meetings with the local Special Educational Needs School and support from external agencies where applicable.