

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.

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.

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 and provided in written and spoken form.

We will try and provide translated written materials where language needs of families suggest this is required. Where necessary, we will try to provide information in Braille, or through British Sign Language.

When there are more applications than there are sessions available, we will offer sessions to children according to the following criteria which are listed in order of priority:

- 1.** Children of parents/guardians resident in the parishes and villages within the catchment area of Guilsborough Primary School who will be starting school in the following September and who will attend for at least two sessions a week
- 2.** Children of parents/guardians resident in the parishes and villages within the catchment area of Guilsborough Primary School who will attend for at least two sessions a week.
- 3.** Children starting at either Guilsborough Primary School or Naseby Primary School in the following September, regardless of their parish or village and who will attend for at least two sessions a week
- 4.** Children on the waiting list in the date of birth order who will attend for at least two sessions a week.
- 5.** Other children on the waiting list in date of birth order.

We describe our setting and its practices in terms that make it clear that it welcomes both fathers and mothers and other relations and other carers, including childminders.

We describe how our practices treat 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 how our practices enable children and/or parents with disabilities to take part in the life of the setting.

We record the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.

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