



Date: 14th May 2012

Co-ordinator: Phern Beale Review Date: May 2013 Reviewed May 2014 Updated February 2015

Next review date: February 2016

Approved by Mulberry Pre-School Committee:

General Welfare Requirements – 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

4.1 Admissions

Policy statement

It is our intention to make Mulberry 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 Pre-School is widely advertised in places accessible to all sections of the community.
- We ensure that information about our Pre-School is accessible, in written and spoken form and, where appropriate, in more than one language. We endeavour to support our families who have English as an additional language through access to Ethnic Minority and Traveller Achievement Service. (EMTAS) which can provide support materials. Please see attached sheets
- We arrange our waiting list in birth order. In addition our policy also takes into account the following:
 - the vicinity of the home to the Pre-School; and
 - siblings already attending our Pre-School.
- We describe our Pre-School and its practices in terms that make it clear that we welcome both fathers and mothers, other relations and other carers, including childminders.
- We describe our 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 monitor the gender and ethnic background of children joining the Pre-School to ensure that our intake is representative of social diversity through our observation assessment and tracking system.
- We promote our Valuing Diversity and Promoting Equality Policy.
- We consult with families about the opening times of the Pre-School to ensure we accommodate a broad range of family need. We do this by carrying out surveys 1-2 a year with our parents/carers to access their needs are being met.
- 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 Pre-School that provides stability for all the children.

This policy was adopted at a meeting of Mulberry Pre-School

Held on _____

Date to be reviewed May 2013

Signed on behalf of the management
committee _____

Name of signatory _____

Role of signatory (e.g. chair/owner) _____

Other useful Pre-school Learning Alliance publications

- Seasonal Hello Posters (T834)