



Land of Learning Nursery and Primary School Admissions Policy

Date	Review Date	Coordinator	Nominated Governors Member
September 2024	Annual	Ms S Seedat	ALL

We are an inclusive school and will admit pupils without reference to general ability or aptitude. We believe we operate a fair and equal admissions policy.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Vision

Our vision is to nurture holistic life-long learning and service rooted in classical knowledge within a safe stimulating high-quality environment.

Aim

- To establish and maintain a fair and open admissions policy.
- To work with other schools in order to share good practice in order to improve this policy.
- To serve the needs of the local community regardless of race, religion culture or social grouping.

Ethos / Core Values

We want our students to have a thirst for knowledge, enjoy their learning and strive for continual improvement. **Our Core Values are centred on the concept of being a good FRIEND:**

Faith- Our beliefs guide everything we do. We live by Islamic Principles and follow the Quran and Sunnah. We use the Quran as our guide and our Prophet and His Companions are our role models. All aspects of the school are underpinned by a strong religious identity.

Resilience- At Land of Learning we always try our best and persevere in learning to the best of our abilities. We have a “can do” attitude and we work hard in everything we do. We all have strengths and together we strive for success.

Integrity- At Land of Learning we are always fair, honest and non-judgemental in our behaviour. All children deserve to be treated with respect and dignity. We are clear about expectations and ensure that we help each other to always achieve with excellence.

Empowering- We continuously challenge each other to work to achieve our full potential. We are prepared, organised and professional at all times. We set clear expectations and goals and

know exactly how to achieve them. We are always open to new ideas and constantly strive to improve.

Nurture- We provide an environment that is rich and stimulating. We believe that children learn best when the environment is safe, holistic and happy. The emotional well-being of all at school is paramount.

Diversity- We are all unique and special. Our differences enrich our school and prepare us for a diverse society. We understand that as individuals we are entitled to be treated with respect and tolerance.

Responsibility for the Policy and Procedure

Role of the School Governors

The School Governors, as the admissions authority, has:

- a duty to consider all applications to this school;
- delegated powers and responsibilities to the Head Teacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a Governors member to visit the school regularly, to liaise with the Head Teacher and to report back to the School Governors;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Head Teacher

The Head Teacher will:

- ensure that all applications are looked at fairly and openly;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the Governors member and Deputy Head;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the School Governors on the success and development of this policy

Admissions Criteria for Nursery

The recommended intake is a maximum of 60 three and four year old children for three hours per session, normally for three terms. We offer morning and afternoon sessions as well as full days. We maintain the 1:8 ratio. Children are admitted to Nursery in the September of the year in which they turn four. If the nursery is not full in the September intake, the school will consider a January intake of that academic year.

An application for a place in the Nursery may be made after the child's second birthday.

3-5 year olds are eligible for an Early Years Educational Grant Funding, this funding is available the term after the child's 3rd birthday for five 3 hour sessions per week (15hrs per week). We will claim the funding for your child, no other fee will be payable.

Additional Hours: (Limited spaces)

If your child is not eligible for the Education Grant or you are taking extra sessions. Charges will not be incurred when the school is closed for holidays. However, charges will still need to be paid if your child is absent for any reason.

Children attending the morning nursery may request additional paid hours over the lunch hour (11:30 -12.30) and/or additional afternoons. Additional afternoons include the lunch hour. If attending lunch hours and/or full days you must send your child in with a packed lunch.

Fees for additional hours:

All fees for additional hours are to be paid one per term in advance by BACS. We require 4 weeks written notice if your child is leaving the nursery or one month's fees in lieu of notice. We also require one month's written notice if you are decreasing your paid sessions. The nursery reserves the right to give 4 weeks notice of termination of your child's place.

If your child is **not** funded one full day will cost £45.00 (£20.00 x 2 sessions + £5.00 lunch session)

1 full day (8:45am to 3:15pm)	£45
2 full days	£90
3 full days	£135
4 full days	£180
5 full days	£225

If your child is funded for one session each full day, it will cost you £20 per day or £125 for a full week;

(Lunch £5.00 + 1 session £20.00 +1 session FEEE funded x 5)

If your child is not funded one 3 hour session will cost you £20.00

Morning Session

1 am session (8:45 am to 11.45pm)	£20.00
2 am sessions	£40.00
3 am sessions	£60.00

4 am sessions	£80.00
5 am sessions	£100

Afternoon Session

1 pm session (12.15pm to 3:15 pm)	£20.00
2 pm sessions	£40.00
3 pm sessions	£60.00
4 pm sessions	£80.00
5 pm sessions	£100

Applying for a Nursery place

Parents must complete both the [Nursery Admissions Application Form](#) and the [Parent Declaration Form](#) and return it to the reception.

The closing dates for applications for the nursery intake are: **January** and **November**. You can apply after these dates, but your application may not be considered until after all of the applications that were on time. If you could not apply before because, for instance, you moved to this area, you should make sure that you inform the school. If the reason for applying after the closing date is accepted, your application will be considered at the same time as everyone who did apply on time if this is still possible.

We would like all applications to be fully and honestly completed. It is important that where we offer places to some and refuse others we do so fairly and consistently. Where we have reason to believe that information is false and has been provided knowingly we may withdraw the offer of a place. This is particularly relevant where an address is given which is not the one from which a child will actually attend nursery and this disadvantages another child.

If you know or believe that your child's address will change before admission, you must inform the school as this may affect your application.

By May and December we will contact successful parents to welcome them to the nursery and to make arrangements for admission itself. You will also be contacted if we do not have a place available.

We welcome visits from parents and children who are considering applying for a place here. This is an opportunity for you to see what we have to offer. Visits are not a compulsory part of the admissions process and will not affect decisions on whether a place can be offered at our nursery. If you would like to visit us you should contact the school to make an appointment. Following the allocation of nursery places the school will retain a waiting list. Waiting lists will be kept in order of the first come basis.

Parents with very young children i.e. those that are not due to start within the next two terms, will be asked to complete a Note of Interest form and told when they should apply.

Uniform

Children attending Land of Learning Nursery and Primary School are encouraged to wear a uniform with our logo, parents will be provided further details with the admission packs.

Induction and transition arrangements for starting nursery

Once your child has a confirmed place, parents will receive an email regarding a welcome day for parents to attend. On the welcome day parents have the opportunity to meet the child's Key Worker, meet all senior leaders, Headteacher and will also receive a Welcome pack. The welcome pack will include a home visit letter and activities.

To ease the transition into Nursery, your child's allocated Key worker will visit you and your child at home. They will bring a fun activity to do with your child and spend some time getting to know how best to support your child when he/she starts Nursery.

Admissions Criteria for Primary

- We ensure that the existence of the school is widely advertised in places accessible to all sections of the community.
- We ensure that information about our school is accessible - in written and spoken form - and, where appropriate, in different languages. Where necessary, we will try to provide information in Braille, or through signing or an interpreter.
- We arrange our waiting list in date order. In addition, our policy may take into account the following:
 - Vicinity of the home to the School; and
 - Siblings already attending the School.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- We describe our school and its practices in terms which make it clear that it welcomes fathers and mothers, other relations and other carers, including childminders.
- We describe our school and its practices in terms of how it treats individuals, regardless of their gender, special educational needs, disabilities, background, religion, ethnicity or competence in spoken English.
- We describe our school and its practices in terms of how it enables children with disabilities to take part in the life of the pre-school.
- We monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.
- We make our equal opportunities policy widely known.
- Admission tests are carried out to ensure children's needs can be adequately met

In the event of over-subscription from within the school's designated catchment area, the following sub-criteria will be applied to prioritise admissions:

- a. Children who have started Nursery Education at Land of Learning Nursery will be prioritised to continue in the school

- b. Children who have older siblings at the school at the date of admission will be admitted in preference to those who do not;
- c. Where there is more than one case as in (a), priority to be assessed on the basis of those children closest in age to the elder siblings already at the school at the date of admission;
- d. After taking account of categories (a) to (c), priority will be based on closeness to the school.

When considering whether a child lives in a school's area, the address considered is that of the parent or legal guardian, irrespective of a family's domestic arrangements, i.e. the address of another relative or childminder etc. must not be given. In certain cases it may be necessary to provide evidence relating to the child(ren) in question, to show the home address of the child(ren).

Role of Parents/Carers

Parents/carers will be aware of and comply with this policy

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus/Welcome booklet
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Head Teacher reports to the School Governors
- information displays in the main school entrance

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

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 at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Deputy Head, the Head Teacher and the nominated Governors member.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the School Governors for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Admission & Attendance Registers	▪ Home-School Agreement	▪ Equality Policy
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Head Teacher:	S Seedat (Vania)	Date:	September 2024
Chair of School Governors:	Mr I Dassu	Date:	September 2024

Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated Governors member in place				
• Coordinator carries out role effectively				
• Head Teacher, Deputy Head and nominated Governors member work closely				
• Policy endorsed by School Governors				
• Policy regularly discussed at meetings of the School Governors				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
A statement outlining the overall effectiveness of this policy				

Policy Approval Form

Policy Title:						Date when written:			
Policy written by:						New Policy (✓ or x)	<input type="checkbox"/>	Revised Policy (✓ or x)	<input type="checkbox"/>
Stakeholders consulted in policy production: (✓ or x)	School Governors	Senior Leadership Team	Teaching Personnel	Support Personnel	Administrative Personnel	Parents	Pupils	Local Community	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date when approved by School Governors:			Date when presented to stakeholders:			Date when implemented:			
Published on: (✓ or x)	School Website			School Prospectus			Staff Handbook		
	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		