



Rowlands Gill Primary School

Admission Policy for Free Nursery Entitlement for Three to Four Year Olds

Date: May 2017

Ratified by Governors: May 2017

Review Date: May 2019



Academic Year 2017/18



Nursery Information

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Welcome

This booklet has been produced to provide information about Rowlands Gill Primary Nursery. It provides a basic framework of what we do and our aims and objectives. If you need any further information, please do not hesitate to contact the school.

General Information

Name and Address: Rowlands Gill Primary School
Dominies Close
Rowlands Gill
NE29 2PP

Telephone: 01207 549359

Number of education places: 52 pupils

Age range: 3 to 5 years

The Staff

Head Teacher: Miss Hannah Martin

Nursery Teachers: XXXXXX

Higher Level Teaching Assistant: Paula Corr

Teaching Assistants: xxxxxx

Chair of Governors: Graham Archer

Structure and Organisation

Our maintained Nursery setting is lead and managed by the Head teacher and Governors.

The education sessions are available during Local Authority set school term times and parent/carers may be offered five morning sessions or five afternoon sessions.

Full time: 8.45-3.15

Morning Session: 8.45-11.45

Afternoon session: 12.15-3.15



Nursery teacher/HLTA greets the children and parent/carers at the Nursery entrance. Children are released to their parents at the same entrance.

Nursery staff are available to speak with parents at these times. However, parents/carers may make an appointment or contact school at any time if it is going to make an impact on teaching.

We acknowledge parents/carers as children's first and most enduring educators. From the earliest stages when a child first enters Nursery we foster effective relationships.

We have procedures in place for ensuring children are safe and secure and parents/carers are asked to let us know if they cannot collect their child or are delayed and to ensure staff have clear information about any changes to collection arrangements.

Inclusive Practice

The diversity of individuals and communities is valued and respected. Central to the work of the Nursery is the creation of an inclusive, caring and secure environment and the promotion of equality of opportunity. Children are treated fairly regardless of race, religion, gender and develop as an individual with their own cultural and spiritual beliefs. Different levels of ability, development and learning styles are expected, accepted and used to design appropriate activities. All staff share in the commitment to provide high quality learning and care where all children achieve to their full potential.

Nursery is fully included in school events as much as possible eg- Christmas Concerts, non-uniform days, and other celebrations. These events support effective transition to Reception.

Learning Environment

The Nursery provides children with a rich and varied environment that supports their learning and development. There are a range of well-resourced areas that children can access independently or work alongside an adult.

Outdoor provision enables children to experience the changes in the weather and environment first hand and to be exuberant. The Nursery are also taken to the Adventure trail and Eco garden on a regular basis.



The Curriculum

We believe that children are entitled to a diverse, challenging and effective curriculum that:

Responds to individual needs;

Acknowledges their natural enthusiasm and their need to be active learners;

Builds on previous experiences;

Supports and develops their thinking and learning;

Provides appropriate experiences and activities across all areas of learning and development.

Learning

To promote effective learning we ensure that:

Children feel safe and secure;

Children experience learning through activities and ideas they initiate and opportunities that are practitioner led;

Children learn through movement and all their senses;

Children have time to explore ideas and interests in depth;

Children have the opportunity to learn in different ways and at different rates;

Children make links and connections in their learning;

Children participate in creative and imaginative play activities that promote the development and use of language;

Practitioners use a range of interactive strategies;

Observation and assessment are used to plan the next steps of each child's learning journey.

Rowlands Gill Community Primary School Nursery Admission Policy

We aim to provide a quality education for your child. We will offer five sessions per week and a limited no 30 hour sessions. If you prefer your child to attend fewer sessions please discuss this with us. Flexibility of sessions will be considered on an individual basis and will be dependent on staffing and availability of places. All children, subject to the availability of places, start Nursery no earlier than the start of term following their third birthday.



We provide and allocate nursery places at Rowlands Gill Primary School using the local authority Nursery Education Admissions Policy.

All children are entitled to 15 hours of free provision provided over 38 weeks. This may be provided in a nursery class in school or in the private voluntary independent sector or in any maintained nursery class. Parents should establish the type and flexibility of provision available at their chosen nursery provider before they apply for a place as this will vary between providers.

The policy is as follows:-

All children, subject to the availability of places, will normally start school nursery no earlier than the start of term following their third birthday i.e. at the start of term in September 2017, January 2018 or after the Easter break 2017 of the 2017/18 academic year. However, we may need to delay your child's start beyond the relevant term in circumstances where the school have induction procedures to follow to enable your child to be successfully integrated with others and get used to school life. This is decided in consultation with the Headteacher.

Oversubscription Criteria

If there are not enough places available for all applicants the criteria below will apply.

1. First priority will be given to children living in Gateshead Authority
2. From 2 we will give priority to children who will become 4 during the academic year 17/18 (giving 3 terms of education)

The allocation of places within this group of children will then be based on points 1 to 6 listed below.



We will give priority in the following order:-

1. Looked After Children (children in public care and as deemed under Section 22 of the Children's Act 1989).
2. Children who live in the school's catchment area.
3. Children who live in Gateshead authority and who will have a brother or sister at the school during the coming academic year.
4. Children who have exceptional medical or social grounds (See Point 1 below).
5. Other children who live in Gateshead authority.
6. Children who live outside of Gateshead authority, but only if places are otherwise likely to remain available during the academic year.

Point 1

We can consider exceptional individual applications, particularly in cases involving medical or social needs. If you wish to apply on medical or social grounds you must provide written evidence from relevant registered health professionals i.e. a doctor or a social worker. The evidence must demonstrate why the chosen school is more appropriate and what difficulties would be caused if they were to travel to and attend alternative schools. We will not consider such applications if the relevant professional evidence is not provided. This evidence will be assessed by the LA admission panel. No assumption should be made that submission of the relevant evidence will, in itself, be sufficient to allocate a place.

Tie Breaker

If within any of the above priorities there are more applicants than places available, then priority will be given to those children based on the distance they live from school measured as the crow flies i.e. in a straight line from the centre of the home residence to the main entrance of the school. Children living nearest the school will have priority.

Address

For the purposes of deciding whether a child lives in the catchment area of a school we will use the parent or legal guardian's address or the address of a relevant adult who has parental responsibility, as defined under the Children's Act 1989, for the child.

Waiting List

If places then become available we will consider all of the applications on a waiting list. The waiting list will be maintained by the school from the start to the end of the academic year. All applicants on the waiting list will be placed according to the admission criteria and priorities set out above. The length of time a child has been on the waiting list cannot be taken into account if places become available. If you apply late, your child's name may be added to the list by using the priority order described above.

Closing Date



To apply for a nursery place for September 2017 or subsequent terms in the 2017/18 academic year, you must complete and return your application form to the Headteacher. Forms can be returned anytime throughout the school year but if you miss the deadline below we cannot guarantee a place.

Autumn Term - Return form before the school closes for Christmas Holidays. Eg Dec 16 for Sep 17 start.

Spring term – Return form before the school closes for Easter Holidays. Eg. March 17 for Jan 18 start.

Summer Term – Return form before school closes for Summer Holidays. Eg. July 17 for Easter 18 start.

All holiday dates will be on the website <http://rowlandsgillprimary.org/> and it is preferable to give at least 2 terms notice if you can.

Further Information

If you need more information about our nursery provision you can contact Miss H Martin at Rowlands Gill Primary School, Dominies Close, Rowlands Gill, NE39 2PP or telephone: 01207 549359.



Parents as Partners

We believe that when parents and practitioners work together it has a positive impact on children's development and learning. All families are important to us and are welcomed and valued in the Nursery.

The staff are there to support and develop communication between parent/carers. The teacher is responsible for keeping a record of your child's achievements and will keep you updated on their progress. Each child will be given their own named key worker. Parent/carer contributions to these records are welcomed and valued. The teacher will work with you and your child to ensure effective induction and transition into and within the Nursery and as children transfer to Reception.

The Head Teacher and Early Years Leader is also available if parents/carers would like to discuss any aspect of the Nursery or their child's welfare, development and progress.

The Nursery Special Educational Needs co-ordinator (SENCo), Peter Lumley, is available if parents would like to discuss specific needs or support for their child.

We foster effective relationships with parent/carers by:

Inviting parent/carers to visit Nursery School prior to entry

Information booklet and prospectus

Welcoming parents/carers on a daily basis

Offering home visits before a child starts Nursery School

Encouraging parents/carers to share their knowledge, celebrations and any concerns about their child.

Provide children with a Home Learning Journey.

Keeping parent/carers informed about current areas of interest/activities in the Nursery

Sending regular newsletters to update parents/carers on Nursery events and key dates

School policies are available for parents to read. If you would like to see any policy please ask at Reception or visit the school website.



Keeping Safe

We explain boundaries, rules and limits to children to help them to understand the reasoning behind them and why rules exist. We work with children on a daily basis to help them to become clear on what they can and can't do and this enables them to distinguish right from wrong. Children feel confident if they have consistent boundaries for behaviour and your child's teacher will liaise with you so that there is a shared understanding and consistency between home and Nursery. We provide a caring, warm and responsive ethos where children feel secure and valued and this helps them to understand that we need to make things 'fair' for everyone.

Children learn to make choices and to assess risk as part of learning to keep safe and they develop a sense of control of their own lives. We listen to what children tell us and act on verbal and non-verbal signals that tell us when children have anxieties. We always take action to follow up concerns. Adults in the Nursery act as role models and treat everyone with respect.

The Nursery has very comprehensive Health and Safety guidelines and great care is taken in supervising the children at all times during both inside and outside sessions.

All accidents and children who require a change of clothing are recorded.

Regular risk assessments are carried out and Behaviour, Health and Safety and Child Protection Policies are in place and are regularly reviewed. We follow Local Authority and DCSF guidelines on recruitment procedures.

Health and Well-being

We consider the individual needs of all the children that attend the Nursery and believe that by ensuring quality care and learning that is matched to their needs and interests we support their health and well-being. We use the Leuven scalers for well-being and involvement.

We encourage children to think about their own health by:

- Encouraging good hygiene practise.
- Encouraging them to know about and choose healthy food;
- Providing healthy fruit at break times.



Planting and growing different seeds and caring for them in the Eco Garden.

We try to involve them in activities that help them to consider how they can make a difference to their environment e.g. recycling, planting in the local park.

We have a policy on the administration of medication and our policy on children returning or remaining in Nursery during or after becoming ill or infectious is based on Government recommendations and guidelines.

Moral, Religious and Sex Education

We aim to meet the spiritual needs of each child by creating a secure, caring relationship between the staff and children and a rich stimulating environment.

Staff plan for and support opportunities which:

- Enhance the spiritual, emotional and moral development;
- Create a sense of awe and wonder through practical experiences;
- Develop reverence for life, living creatures and plants;
- Develop awareness of self worth;
- Develop independence and ability to make choices;
- Encourage children to care for each other;
- Develop an awareness and appreciation of the religious and cultural background of others.

No formal sex education is given. It is possible that the subject will arise incidentally during the children's play. Answers using the appropriate vocabulary will be given according to the situation and stage of understanding.

Toileting

We promote independent toileting for all children, staff will support parents during the toilet training period where it is needed. We encourage parents to toilet train their children before entering the setting..

Children use the toileting and hand washing facilities independently, unless they indicate that they need support.



Complaints Procedure

Under Section 23 of the 1998 Education Act every school has to provide a parent or guardian with an opportunity to raise concerns about curriculum-related matters with his or her son's or daughter's (or ward's) teacher or Head Teacher. This is nothing new and all schools would encourage this kind of 'discussion' to take place whenever there is cause for concern in order to avoid further anxiety for both parent and pupil. In the great majority of cases parental concerns are satisfied in this way.

Where such discussion fails to satisfy the parent or guardian of a pupil, they are entitled to refer the concern to the Governing Body of the school as a 'formal' complaint. He or she should inform the Head Teacher who will provide them with the name and address of the clerk to the Governing Body of the School or to the Deputy Director (Curriculum) who will refer the matter back to the Governing Body. The complain must then be put formally in writing stating:

- i) the nature of the complaint
- ii) the name of the pupil involved; and
- iii) the school class or group to which the pupil belongs.

A summary of the LA's Complaints Procedure, which the school follows, is available from the Head Teacher.

Starting Infant or Primary School

In Gateshead, the majority of children start school in the September Term of the year when their fourth birthday falls before August 31st.

The Local Authority Admission Form is distributed and available from Nursery during the Autumn term, which will be returned to the Civic Centre. Parents can also apply online at www.gateshead.gov.uk and search Primary Admissions. The application form can be completed online or you can call 0191 433 2757.

This policy is reviewed annually.

Next review date:- May 18