

# **Rowlands Gill Primary School**

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

Date Written: January 2023

Ratified by Governors: February 2023

Re-adopted by Governors: June 2025

Next Review Date: May 2026



### **Policy review dates:**

| <b>Review Date</b> | <b>Changes made</b>                                                                   | <b>By whom</b> | <b>Date Shared</b> |
|--------------------|---------------------------------------------------------------------------------------|----------------|--------------------|
| 4.10.2023          | Staffing and RH name change<br>Review of Nursery 30-hour pattern option               | Ruth Sharpe    |                    |
| 01.05.2025         | Change to attendance patterns info. Add SENDCo name. Update oversubscription criteria | Ruth Sharpe    |                    |

## **Welcome**

A welcome 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 and should be read alongside this policy. 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 on a 15-hour basis and 26 pupils on a 30-hour basis

Age range: 3 to 4 years

## **The Staff**

Head Teacher: Mrs Lindsey Clarke  
Deputy Head Teacher: Mr Matthew Prince  
Early Years Lead: Mrs Ruth Sharpe  
Nursery Teacher: Miss Susan Smales  
Higher Level Teaching Assistants: Mrs Paula Andrew and Miss Kerry King  
Teaching Assistants: Mrs Nobel  
Chair of Governors: Alex Perkins

## **Structure and Organisation of our Nursery**

Our maintained Nursery setting is led and managed by the Head teacher, Early Years Leader and Governors.

Education sessions are available during Local Authority set school term times and usually parent/carers will be offered five morning sessions or five afternoon sessions or 2 and ½ days. We also offer 30-hour and 32.5-hour provision. Sessions are allocated on an individual basis according to the needs of the child and parent. Please see below for the session times we offer.

### **15 Hours**

- Morning session: 8.45am – 11.45am
- Afternoon session: 12.15pm – 3.15pm

- 2 and a half days (Monday and Tuesday full days and Wednesday AM **OR** Wednesday PM and Thursday and Friday full days)

### 30 Hours

- 4 and a half days (30 hours) can be arranged as Monday to Thursday 8.45am – 3.15pm and Friday morning 8.45am – 11.45am. This can be fully funded from 30-hour funding where applicable.

### 32.5 Hours

- Full time: 8.45am – 3.15pm. This actually equates to 32.5 hours per week which consists of the 30-hours funding, plus an additional 2.5 hours per week, which is chargeable.

***A FULL terms notice needs to be given for any requests for changes of patterns and these will be agreed with staff on an individual and need basis dependent on availability.***

Staff greet the children and parent/carers at the Nursery entrance. Children are released to their parents at the same entrance.

Staff are available to speak with parents at these times. However, parents/carers may make an appointment or contact school at any time if there is a need to discuss something in detail.

We acknowledge parents/carers as the children's first and most enduring educators. From the earliest stages when a child 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 to ensure staff have clear information about any changes to collection arrangements. We operate a password system for collection to safeguard all of our children.

### **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 ethnicity, 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 education and care where all children achieve to their full potential.

Nursery is fully included in wider school events as much as possible where appropriate. These events support effective transition to Reception and beyond.

### **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. Nursery also access our additional outdoor areas in the school grounds such as the Adventure Trail, Forest School and eco garden on a regular basis, as well as visits into our local community village.

## 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, secure and happy.
- experience learning through activities and ideas they initiate and opportunities that are practitioner led.
- learn through movement and all their senses.
- have time to explore ideas and interests in depth.
- have the opportunity to learn in different ways and at different rates.
- make links and connections in their learning.
- participate in creative and imaginative play activities that promote the development and use of language.

To promote effective learning, we ensure practitioners:

- use a range of interactive strategies.
- Use observation and assessment to plan the next steps of each child's learning journey.

## Admissions Information

We aim to provide a quality education for your child. We will offer five sessions per week and a limited number of 30-hour 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 and may be entitled to a further 15 hours if they qualify under HMRC guidelines. More information can be found at <https://www.gov.uk/30-hours-free-childcare>

The additional 15 hours funding 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 (subject to availability.)

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, January or after the Easter break of the 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.

With regards to the age criteria, children will be eligible as follows:

- Born between 1 January - 31 March: eligible from the start of term beginning on, or following, 1 April after the child's third birthday
- Born between 1 April - 31 August: eligible from the start of term beginning on, or following 1 September after the child's third birthday
- Born between 1 September - 31 December: eligible from the start of term beginning on or following 1 January after the child's third birthday

### **Oversubscription Criteria**

If there are not enough places available for all applicants, we will then allocate places by using the following oversubscription criteria in the below order of priority:

1. Looked After Children (children in public care and as deemed under Section 22 of the Children Act 1989).
2. Children who will be of statutory school age in the next academic year.
3. Children who live in the school's catchment area and who have a sibling in the school.
4. Children who live in the school's catchment area.
5. Children who live in Gateshead and who will have a sibling at the school during the next academic year.
6. Children who have exceptional medical or social grounds. (See point 1 below).

7. Children who will access either their full universal entitlement, or full extended entitlement within our nursery.
8. Other children who live in Gateshead.
9. Children who live outside Gateshead.

#### 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 a place(s) becomes 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 you apply late, your child's name may be added to the list by using the priority order described above.

For applications submitted throughout the academic year priority will be given to pre-school children taking into account our oversubscription criteria and the submission closing date of term before starting.

#### Closing Date

To apply for a nursery place for September or subsequent terms in the academic year, you must complete and return your application form to the Headteacher and Early Years Lead. Forms need to

be returned in line with the below application deadline dates. Children start nursery the term AFTER their 3<sup>rd</sup> birthday.

| Term to start Nursery         | Autumn Term<br>(September Start) | Spring Term<br>(January start) | Summer Term<br>(Easter start) |
|-------------------------------|----------------------------------|--------------------------------|-------------------------------|
| Deadline to apply for a place | End of December                  | End of April                   | End of September              |

All term dates can be found on the website <http://rowlandsgillprimary.org/>.

### Further Information

If you need more information about our nursery provision you can contact our Early Years Leader 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. 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 Nursery and as children transfer to Reception. Each child will be given their own named key worker.

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

The Special Educational Needs and Disabilities co-ordinator (SENDCo) 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.
- hosting a Meet the Teacher session.
- producing an information booklet and prospectus.
- welcoming parents/carers on a daily basis.
- offering stay and play visits in Nursery throughout the year.
- encouraging parents/carers to share their knowledge, celebrations and any concerns about their child.
- keeping parent/carers informed about current areas of interest/activities in the Nursery.
- sending regular newsletters to update parents/carers on events and key dates
- ensuring school policies are available for parents to read. If you would like to see any policy please ask at the main office 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 throughout the school day.

Regular risk assessments are carried out and Behaviour, Health and Safety and Safeguarding Policies are in place and are regularly reviewed. We follow Local Authority and safer recruitment procedures.

## **Health and Well-being**

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

We encourage children to think about their own health by:

- encouraging good hygiene practise.
- teaching about healthy foods and encouraging healthy choices.
- Providing a healthy snack at break times.

We actively involve children in activities that help them to think about how they can make a difference to their environment e.g. recycling or planting and growing different seeds and caring for them in outdoor areas.

We have a policy on the administration of medication. Our policy on children returning to or remaining in Nursery during or after illness or infection 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. There is a whole school Relationships Education Policy available on the school website.

## **Toileting**

We promote independent toileting for all children; however, staff will support children and parents during the toilet training period where it is needed. We encourage parents to toilet train their children before entering the setting. Children will use the toileting and hand washing facilities independently, unless they indicate that they need support.

If a child is not toilet trained, staff will support toilet training in school however it is the responsibility of the parent to provide a regular supply of wipes, nappies and nappy bags in the interim.

## **Data Protection**

We will act in compliance with the Data Protection Policy when processing personal data.

When processing and publishing information, we will ensure we meet our responsibilities under the Data Protection Act 2018 and UK GDPR. Where personal information is processed, we will ensure it is kept up-to-date and the LA will ensure that the rights of data subjects are reserved at all times.

Please see our Data Protection documentation on our website: <https://rowlandsgillprimary.org/key-documents/>

## **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 their child'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. The school's complaints policy will be followed and is available on the school's website.

## **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 31<sup>st</sup>.

Applications for Infant or Primary school and more information can be found through the Primary admissions on the Gateshead Council website:

<https://www.gateshead.gov.uk/article/2796/Primary-school-admissions>

Our Nursery Fees Policy should also be read when considering applying for a place in our Nursery. This is available on our school website and in an application pack.

This policy is reviewed annually.

Next review date:- May 2026