



MARTIN PRIMARY SCHOOL

Nursery Admissions Policy

Reviewed and ratified by the Wellbeing Committee: spring 2025
Reviewed every year

1. Policy Statement

Starting school for the first time can be an anxious time for both parents and carers and children. It is important that families are inducted into school in a way which will ensure that they have a positive experience of school from the beginning and which will establish a constructive partnership between home and school as the foundation for the child's future school experiences. We want parents and carers to be well informed and we acknowledge the vital contribution they make to their child's education throughout their child's school career.

At Martin Primary School, we aim to provide a nursery experience for children that is high-quality and geared towards a smooth transition into Reception class. We aim to establish a positive partnership with families, which will enable each child to settle into our nursery quickly and happily. This policy sets out clear nursery admissions procedures for children and their families. We aim for staff and families to understand and support our admissions procedures to enable children to have a happy, relaxed and secure introduction to our nursery.

The Governing Body is responsible for setting the Nursery Admissions Policy. This policy is written to ensure fairness and equality for all those who apply for a place in our nursery.

2. Aims

At Martin Primary School, we aim to establish a positive partnership with families, which will enable each child to settle into school quickly and happily. This policy sets out clear admissions procedures for children and their families at Martin Primary School. We aim for staff and families to understand and support our admissions procedures to enable children to have a happy, relaxed and secure introduction to our school.

3. Objectives:

- to set out clear procedures to inform parents and carers of the admissions process
- for the school to be well prepared to admit children into our nursery
- to set out clear and proper provision for the first days in nursery for each child
- to establish a partnership with families which will enable children to settle into nursery quickly and happily
- to ensure that careful assessment of children's abilities, stage of development and progress is made on entry to nursery and to identify at an early stage any Special Educational Needs.

4. Links with the UN Rights of the Child

Article 15

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 28

Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

5. Equal Opportunities

We believe that it is the right of all parents, carers and children, regardless of race, culture, sexuality, disability, gender, ability or economic wellbeing, to be included in all aspects of nursery life, have access to nursery information and participate in all activities. The admissions policy will be implemented consistently and few exceptions, if any, will be made to what we consider to be good practice.

6. Legal framework

This policy has due regard to legislation and guidance, including, but not limited to, the following:

Legislation

- The Children Act 2004
- The Adoption and Children Act 2002
- The Children and Families Act 2014
- The Education and Adoption Act 2016

Guidance

- The Schools Admissions Code 2021
- The Admission Appeals Code
- This policy will be implemented in conjunction with the school's Admissions Policy.

7. Nursery Places

The Nursery runs two sessions:

- morning session 8.40am to 11.40am - 52 places
- afternoon session 12.40pm to 3.40pm - 52 places

Additionally there may be a number of places available on a full time or mixed additional hours basis. Some of these spaces are to attend morning and afternoon sessions every day with a government 30 hour code, and others are morning sessions to which afternoon sessions can be added on a paid-for basis. The school office can provide further details.

8. Visits

Parents expressing an interest in sending their children to the school will be given an opportunity to visit the school. This initial visit will be conducted by the Headteacher, Deputy Headteacher or Assistant Headteacher.

During this visit there will be an opportunity to:

- walk around the main areas of the school and visit some classes
- discuss the curriculum organisation, Equal Opportunities, Special Educational Needs and Behaviour policies
- receive information about the admissions procedure
- discuss any particular issues relating to their child
- complete a registration form for admission to Nursery.

9. Application Timetable

A child is of nursery-age from the beginning of the term following their third birthday.

Application forms are given to parents after their child is two years old. We ask parents to ensure that applications for nursery places are given into the school office before the beginning of the preceding term at the latest. After this date an application is placed on a waiting list. Application forms can be obtained from the school office.

Acceptance and non-acceptance letters are sent out at the following times:

- for places in Autumn term the letters go out by the end of May
- for places in the Spring term the letters go out by the end of November

- for places in the Summer term the letters go out by the end of March.

Where places are remaining, later admissions are possible, up to the agreed admissions limit. When a place is offered, parents and carers are given a deadline for acceptance. The place must be accepted by the deadline to secure a place.

10. Over-subscription

The school follows the LEA recommendations for primary admissions as set out in the 'Guide to Primary Education in Barnet' booklet produced by the Directorate of Educational Services for Barnet and available at the school.

1. 'Looked after children' and children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been 'looked after' including those children who have been adopted from state care outside England.
2. Other children whom the Governors accepts have an exceptional medical, social or other need that the school is particularly able to meet. Applications in this category will be considered only if they are supported by an attached written statement from a doctor, social worker or other appropriate professional. Parents must demonstrate that there is a very specific connection between the child's need and our nursery. Difficulties with child care arrangements because of work or other commitments would not be grounds for priority under this category. Information not provided at the time the application is submitted may not be considered at a later date.
3. Children who, at the time of admission, have a sibling (brother or sister) living at the same address who already attends the school or Nursery. Siblings would include half, step, adoptive and foster siblings provided they also live at the same address as the applicant.
4. Children of staff of the school where the member of staff will be in employment at the school when the child starts school.
5. Children living within the school's defined area, with priority given to those who live closest to the school when measuring distance in a straight line.
6. Children living outside the school's defined area, with priority given to those who live closest to the school when measuring distance in a straight line.

Distances are measured from the address point for the child's home to the school's main gate. The distance between these points is calculated using Google maps.

The school's defined area can be viewed on Barnet's website:

<https://www.barnet.gov.uk/citizen-home/schools-and-education/schools-and-colleges/school-priority-maps.html>

11. Reserve list

In circumstances where more applications are received than places are available, and where the over-subscription priority criteria has been applied, children who are not offered places will be added to a reserve list in order of the criteria and not by date of application. If a place becomes available, the nursery will contact the parents/carers of the child at the top of the list.

The reserve list is not a waiting list, if a request is made by a parent/carer whose child has higher priority according to the admissions criteria, other children are moved down the list.

The following arrangements may be subject to change in the event of situations that are beyond the school's control, e.g. a global pandemic.

12. Introduction into Nursery

All children who are offered a place in our nursery will be invited in with their parents/carers to visit the nursery the half term before they are due to start. During this visit, the parents / carers receive a letter with the starting date and time, the name of the class teacher and nursery nurse and arrangements for starting in the nursery.

Before a child starts, two members of the nursery team will usually carry out a home visit. The purpose of this visit is for the nursery teacher, nursery nurse and child to meet in familiar surroundings and for parents to ask questions in a relaxed atmosphere.

At this visit, the child is asked to draw a picture of himself / herself to be put up on their coatpeg. This is done so that the child feels part of the nursery from the day that they start. Forms regarding allergies, worries, toys, local trips etc. are also completed.

When a child starts nursery, staff ensure they have the opportunity to spend time with them, getting to know them and encouraging them to feel happy and secure in their new surroundings. New children start gradually in small groups so that staff can spend time with them, helping them to settle in quickly. The staff will consider each child individually and, in consultation with parents/carers, will decide on the appropriate settling in arrangements.

13. Casual admissions

Where a child joins the nursery outside of the usual termly intakes they will be introduced to the nursery in a similar way to all other new starters, see above.

14. Long term Absence

If a child experiences long-term sickness, holiday or other unexplained absence (of less than a half-term) the nursery keeps the place open. If the sickness continues the nursery will make a decision about whether the place can be kept open; every situation will be considered on a case-by-case basis. If the place is kept open Early Years Education Funding will still be claimed.

15. Arrangements for Admission and Transition to Reception

Please see the school's Admissions Policy for details on how to apply for a Reception place and how we manage transitions into reception.