



Inspiring **Excellence,**  
Inspiring **Partnerships,**  
Inspiring **Individuality,**  
Inspiring **Futures.**



# Early Years Policy including admissions

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# Early Years Policy

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# Early Years Policy

## 1. Purpose

This purpose of this policy is to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## 2. Introduction

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up”

Early years Framework 2021

## 3. Scope

At Fitzwilliam Primary School our Foundation Stage is split into three distinct parts:

- *Lower Foundation Stage:* These are the children who are three years old, and attend the Foundation Stage Unit in the afternoons only.
- *Middle Foundation Stage:* These are the children who attend the Foundation Stage Unit in the mornings only, and are four or rising four.
- *Upper Foundation Stage:* These are the children who attend the Foundation stage Unit full time, and are five or rising five.

In addition to this school offers wraparound care to children in either morning or afternoon nursery, enabling them to stay to the alternate session. Funding for this comes from either the government 30 hours free childcare scheme, or parents can pay themselves. Parents using the 30 hours scheme can choose to either attend 30 hours, or pay for the 15 minutes lunchtime between sessions.



# Early Years Policy

## Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## Planning

All members of staff in Foundation Stage co-operate and plan together, working towards a common policy and maintaining a consistent approach to the children. We plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

At all levels planning is structured so that there is

- Provision for the different starting points from which children develop their learning.
- Relevant and appropriate content that matches the differences in young children's needs.
- Purposeful activity that provides opportunities for teaching and learning both indoors and outdoors.
- An on-going progression as each objective is revisited, based on the Early Years Foundation Stage.



# Early Years Policy

## Play in Foundation Stage

At Fitzwilliam Primary School we believe that well planned play is a key way in which young children learn. The role of the Foundation Stage practitioner is to: -

- Plan and resource a challenging learning environment.
- Support children's learning through planned play activity.
- Extend and support spontaneous and child-initiated play.
- Extend and develop communication skills through play.

Through play, our pupils will: -

- Explore and develop learning experiences across the curriculum.
- Practise and build up ideas, concepts and skills needed to develop their learning.
- Work alone and with others, developing their social skills.
- Develop their communication skills, including extending and enriching vocabulary.
- Think creatively and imaginatively.

As children get closer to the end of foundation stage the activities planned for them will be more structured, to enable a smooth transition through Foundation Stage into KS1.

## Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

## The Curriculum Outside

At Fitzwilliam Primary School, we aim to provide the same rich range of learning opportunities through outdoor provision as we do indoor, to which all children in the Foundation Stage have access. This means daily access to outdoor resources. The staff and children have access to our outdoor environment, where a wide variety of activities are set up, designed to develop the children's knowledge, skills, vocabulary, concepts and attributes across the seven areas of learning linking with the medium term planning.



# Early Years Policy

## Assessment

The purpose of assessment is to inform our planning to benefit the needs of every child in our care. Assessment is achieved through interacting with children through purposeful play, direct teaching, observation and directed activities planned on a weekly and half-termly basis.

The school uses Target Tracker to record attainment and achievement of pupils throughout the Foundation Stage.

At Fitzwilliam Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

We assess all pupils within the first few weeks of entry to our setting. Children are assessed in Personal, Social and Emotional Development, Physical Development and Communication and Language through observation and working alongside children within the first 2-3 weeks of entry. The child is assessed on a more individual basis in Literacy and Mathematics as soon as staff feel that the child is secure enough in the setting, but always within the first few weeks of their arrival in the setting. These results are recorded on Target Tracker.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## Working with Parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We are a welcoming and informative Foundation Stage. Our staff aim to provide a caring, information and a happy environment for all children, families and visitors. We strive to meet everyone's individual needs and requirements and work in partnership with parents and carers.

At Fitzwilliam Primary School we believe in forming positive and productive partnerships with parents, based on trust and a mutual respect. This partnership develops a vital two-way flow of information, knowledge and expertise.

All children starting our Foundation Stage are invited to attend our FEET (Families Enjoying Everything Together) group, in the term before the child starts nursery. This gives the child and parents time to get to know Foundation members of staff, visit the nursery setting in a reassuring and secure environment, and give parents an opportunity to find out and ask questions about how their child will start foundation stage.



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There is a parent meeting for parents of children entering Upper Foundation Stage, which gives staff an opportunity to describe routines and practice, and the parent an opportunity to discuss their child with the staff.

Each half term foundation stage staff organise an INSPIRE morning for all Foundation children and their parents. The mornings have a theme, e.g. harvest, numbers, or Rhyme challenge, and there are activities set out for children and parents to learn together. Parents also have an opportunity to discuss their child with foundation staff in an informal environment.

Parents and/or carers are kept up to date with their child's progress and development through informal discussions, and more formal communications, such as parent evenings and written reports.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

## **Safeguarding and Welfare Procedures**

We promote good oral health, as well as good health in general, in the early years by insert your approach here, for example by talking to children about:

- The importance of a healthy lifestyle, including self-care, healthy diet, exercise and sleep
- The importance of good hygiene, including brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **4. Admissions to EYFS**

### **Nursery Admission Policy**

The Governing Body is responsible for part-time admissions to the school's Early Years Foundation Stage and applies the admissions criteria set out below to admitting children.

The school has a 52-place nursery. Therefore, a maximum of 52 universal places will be offered.

The school will offer some of these places for the extended offer. This number may change at the discretion of the headteacher, but only after all children have been allocated a place for the extended entitlement.

Children are usually admitted for either 5 mornings or 5 afternoons. Any other variations are subject to availability of places, proven parental demand for flexibility and at the discretion of the Headteacher.

#### *Part-time Admission Dates*

A child can be admitted to early year's provision the term after their 3<sup>rd</sup> birthday. Children are usually admitted into part time school in September, January and after Easter





# Early Years Policy

## Part-time Admissions Criteria

If we receive more applications than places available then children will be admitted in the following order:

- 1 Children undergoing an Education, Health and Care Plan needs assessment or with an Education, Health and Care Plan (which names the school);
  - 2 Children in public care (looked after children), or a child who was previously looked after or fostered under an arrangement made by the Local Authority (see definition under explanatory notes);
  - 3 Children who live in the school's catchment area or parish area, who have brothers or sisters attending the school at the time of admission;
  - 4 Other children who live in the school's catchment area;
  - 5 Children who live outside the school's catchment area but have brothers or sisters in attendance at the school;
  - 6 Other children by age order (admitting eldest first).
- Where any criterion category is over-subscribed then children within that category will be admitted in an age order basis (eldest first). Priority should be given to Wakefield District children. If both children live in the Wakefield District then priority will be given to the child that lives nearest the school.
  - Brothers and sisters are defined as children with brothers or sisters (including step-brothers or sisters) living at the same address, in attendance at the same school or a school on the same site, on the date of admission.
  - For admissions purposes only one address can be used as a child's permanent address. Where a child resides with more than one/parent carer, at different addresses, the school will use the preference expressed by the parent/carers at the address where the child lives the majority of the time during the school week as the main place of residence.
  - Children in Public Care – this refers to children who are:
    - Subject to a care order made by the courts under section 31 of the Children Act 1989 – for the courts to grant a care order they have to be satisfied that a child is suffering or would suffer 'significant harm' without one;
    - Children who are accommodated by the local authority on a voluntary basis under section 20 of the Children Act 1989; and
    - Children who have been adopted from Local Authority care, children with a residency order and those with special guardianship immediately following being Looked After will all be included within the higher priority for looked-after children.
  - Where the admission of siblings from a multiple birth (eg twins, triplets) would cause the school to rise above its agreed Nursery Number, the school will contact the Local Authority Early Years Admissions Team to agree a resolution.





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## Part-time Admissions Criteria: Extended Entitlement

Where a school receives more applications for an extended entitlement place than those available then children should be admitted in the following order:

1. The child accessing the universal offer in the school.
2. Children undergoing an Education, Health and Care Plan needs assessment or with an Education, Health and Care Plan (which names the school);
3. Children in public care (looked after children), or a child who was previously looked after or fostered under an arrangement made by the Local Authority;
4. Children who live in the school's catchment area or parish area, who have brothers or sisters attending the school at the time of admission;
5. Other children who live in the school's catchment area;
6. Children who live outside the school's catchment area but have brothers or sisters in attendance at the school;
7. Other Children by age order (eldest first).

## Part-time Admissions Criteria: Extended Entitlement (Child taking up in two settings)

A child who accesses their universal entitlement in one setting may take up their extended entitlement at a different setting if they meet the eligibility criteria. They should only be admitted after all universal places have been allocated and extended entitlement places where a school offers a flexible model.

1. Children undergoing an Education, Health and Care Plan needs assessment or with an Education, Health and Care Plan (which names the school);
2. Children in public care (looked after children), or a child who was previously looked after or fostered under an arrangement made by the Local Authority;
3. Date of birth order – eldest first.

### *Deferring a full-time school place*

The statutory School Admissions Code of Practice allows parents to defer their child's offer of a full-time place until they reach statutory school age.

If a parent wishes to defer their offer of a full-time place at their allocated school and they wish their child to continue attending nursery provision on a universal basis or extended where they are eligible then the below must be followed:

1. Parents must formally put in writing to the local authority's School Admissions Team and the school that they wish to defer the offer of a full-time place.
2. The School Admissions Team will contact the school where a full-time place has been offered.



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3. The School Admissions Team will write to the parent to confirm the deferral of a place explaining that they will have to make alternative arrangement with either their existing or an alternative nursery provider.
4. The Early Years Team can provide support and advice in securing a part-time nursery place.

If a parent contacts a school direct then the school should inform the School Admissions Team as outlined above.

Not all parents are being offered a full-time Reception place at the school of their preferred choice. Where this occurs, some parents are requesting to stay within their current nursery in the anticipation that a full-time place will become available at that school. This is highly unlikely to occur unless the child is towards the top of the waiting list and there are no guarantees that a place will then become available.

When such a request to stay in the nursery is made then it is up to Fitzwilliam Primary School and their Governing Body to make the final decision as any parental complaint / appeal would be made through the School's Governing Body.

### *Allocating Part-time Places*

Parents/carers must contact the school directly when applying for a part-time nursery place. The child's name will be added to the school's nursery waiting list and the parent/carer will be requested to complete an application form, which includes collecting information regarding attendance patterns and parental demand for flexibility.

Parents who require less than 5 sessions / 15 hours per week will be considered alongside all other requests. The extended entitlement allows up to 15 additional hours (parent/s must not be required to take all additional 15 hours).

Places will be allocated in accordance with the above part-time admissions criteria.

A parent taking both the universal and the extended entitlement at two settings decides who will provide the universal and who will provide the extended.

The school will allocate part-time places on the following dates for the following academic year:

Term child will take up Early Years Provision	Term places will be allocated
Autumn 2022	Summer 2022
Spring 2023	Autumn 2022
Summer 2023	Spring 2023
Autumn 2023	Summer 2023

Allocation of extended entitlement places will be on the assumption that the parent is eligible for the extended entitlement should this not be the case the school will remove the place. If all extended entitlement places have been allocated then the school may, at the discretion of the headteacher, agree to offer any spare places and charge the parent. All charges are set out in the schools charging policy and recorded separately on the schools budget.

Any applications received after the specified date will only be considered once all other applications have been dealt with.



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Following the allocation of places, all parents will be notified in writing of the decision to grant a place, or not.

Following notification that a place is available, a child will be expected to take up the place within 2 weeks of the expected start date. If the child has not taken up the place after 2 weeks and a satisfactory explanation has not been provided to the Headteacher, then the offer of a part-time place can be removed.

The school will record evidence to verify a child's date of birth, identity and the parent's eligibility for extended hours as appropriate.

Parents are also asked to provide valid proof that the address given for the child is the address at which they are ordinarily resident. Parents are asked to sign the application form stating that all of the information provided is correct. If a parent/carer refuses to provide this then it could affect a parent's/carer's application for a part-time place. If a parent/carer provides inaccurate information, which results in an application not being successful, then the school reserves the right to remove the nursery place.

For admissions purposes only one address can be used as a child's permanent address. Where a child resides with more than one/parent carer, at different addresses, the school/academy will use the preference expressed by the parent/carer at the address where the child lives the majority of the time during the school week as the main place of residence.

If a child is refused a part-time early years place then the parent/carer may appeal to a committee of governors. Governors will adhere to the Early Years Foundation Stage Statutory Framework and will not admit children over their designated nursery number or earlier than the specified admission dates. Therefore, the only grounds for upholding an appeal will be where a parent can demonstrate that an error has been made by the school when processing the application.

Parents will be notified that there is no guarantee that a child who is admitted to a school's nursery class will be admitted to the school full-time. Parents of children in nursery classes must complete the Local Authority's Admissions Preference Form in order to request a full-time place in school. The Local Authority has a statutory duty to apply the admissions criteria afresh to determine which school has places.

## **Admission into Main School**

Places in our reception class are allocated by the Local Authority. Please refer to the LA policy on admissions for this information.

## **5. Legislation**

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).


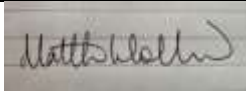
**This document also complies with our funding agreement and articles of association**



# Early Years Policy

## 6. Monitoring

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing body and the Headteacher and will be approved by the Governing Body

<b>Signature Headteacher:</b>	
<b>Signature Chair of Governing body:</b>	
<b>Date:</b>	4.3.23